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ABSTRACT

A research project was designed to develop literacy services for functionally illiterate adults in the Appalachian area of North Carolina. The Mayland Technical Institute (a two-year college), the Avery-Mitchell-Yancy Regional Library, and Appalachian State University cooperated to assess the needs of the target population and design a demonstration outreach project for Adult Basic Education. Titled Rural Appalachian Progress Skills (RAPskills), the project concentrated on reading, writing, and arithmetic to enable adults to achieve high school equivalency. Both home visit and learning lab techniques were used. The study's large research component included descriptive and observational records of the project; a library questionnaire designed to determine attitudes, usage patterns, and library skills; and tests to determine participant's attitudes about education and the self as well as levels of coping skills. Evaluations indicated that, while the interinstitutional cooperation efforts were not entirely successful, many participants achieved high school equivalency and improved their attitudes and skills. (LS)

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FINAL REPORT

Project No. RO 2-0560

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Cooperative Planning to Maximize Adult Basic Education Opportunities Through Public Library Extension in Appalachian North Carolina

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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PREFACE

The author wishes to acknowledge the valuable contributions made by several individuals to the ongoing work of this project. To Ann Hayes Drennan and Max Way, without whose insights and professional expertise there would have been many more frustrations and mistakes, a hearty thank you is in order. The willingness of Dr. O.M. Blake, President of Mayland Technical Institute, Paul English and Louise Hembree of his staff: and of Dr. Joseph Carter, Carol Andrews, and Dr. Charles Barrett of the N.C. Department of Community Colleges to contribute support in planning and financing the implementation were invaluable. The hours of hard work supplied by the Project RAPskills staff: Winston Lear, Becky Howard, Tom Grill, Sue Shoemake, and, most of all, by Betty Johnson, Maisie Howell, and Berneice Norris, were what helped bring about some positive changes in the lives of some of the students who entered into the program. It is the author's hope that some small part of the accomplishments seen and felt during the project's duration will be carried on during the years to come in Appalachian North Carolina.

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Distribution of Home Visits for ABE, August, 1973. 43

CHAPTER ONE: STATEMENT OF THE PROBLEM

A. Background of functional illiteracy in the project region

Futurologists and present day scholars (i.e. Toffler, Drucker, Bell) have defined today's culture as an "information" society, one in which contemporary technology requires skill in comprehending and communicating multiple kinds of knowledge. But disadvantaged groups in the United States, those ethnic or isolated people found in the large city ghettos and in the impoverished rural areas, lag far behind middle class America being unable to cope with the "information explosion," often due to functional illiteracy related to mastery of basic reading, writing, and computational skills. Educational agencies of all kinds are being asked to become "accountable" for accomplishment of the charges given to them by a democratic society to help each individual have some means of realizing his potential through mastery of these basic skills.

Nowhere is the problem of the functionally illiterate adult more vexing and acute in this country than for the poverty stricken, rural deprived families of Appalachia, where someone has said that every square mile is so hilly that it contains ten square miles of terrain! The primary objective of this proposal was to seek out and demonstrate additional ways of meeting these basic needs of this target population, using public library outreach and combining efforts of the three educational agencies appropriately involved by reason of mission, geographic, and political areas of responsibility.

Educational and economic deficiencies of the three counties - Avery, Mitchell, and Yancey - in Northwestern North Carolina are among the most severe in the United States. Total population of the area according to the 1970 census was 38,731, and the entire area is classified as rural. The largest town has a population of 2,333. Two counties had a decrease in population during the past decade, and only tourism sustained the population level in the third. Employment Security Commission reports show that the average weekly wage payments in these counties range from $84.99 to $87.69, as opposed to a North Carolina average of $105.99. Up to 50% of the population is below the national norms for poverty levels. For example, an OEO survey of Mitchell County in 1966 established that 899 families out of the 3,512 identified had incomes under $2500, and 18.3% of the adult population over 25 years of age had failed to complete four years of school, the criterion for literacy. In Yancey County, 37.1% of the population reflected poverty level incomes, 11% higher than the North Carolina average. In Avery County, a survey showed that 58% of all families had an income of less than $3000. According to the Office of Economic Opportunity Information Center reports, the socio-economic indicators of poverty are Magnitude, Severity, Economic Compensation, Economic Activity, Family Resources, Employment Conditions, Educational Achievement, Functional Illiteracy, Adequacy of Health Care, Health Status, Sufficiency of Housing, and Agricultural Prosperity. On all of these indicators, the three counties involved in this research project have been charted by OEO to show unfavorable norms; in Mitchell County, for example, Educational Achievement and Functional Illiteracy were rated as "Significant," exceeded only by Employment Conditions in degree of unfavorable severity, and the connection between these three is obvious.

Not only is the target population hampered by geographic isolation and economic barriers, but these are reinforced by the value orientations of the mountain culture which Gans has called the "pathological inability" of such deprived persons to adequately face and solve the problems of life. The fatalism and anomie of these fiercely individualistic descendents of old Scotch Irish pioneer stock have been charted by Pearsall. Drake, commenting upon the language problems characterizing Appalachia, has said,

> "In general, the mountain culture tends to be suppressive as related to language. Verbal skills tend to be identified only with politicians and preachers, both of whom play a tightly compartmentalized role in the mountains. The man who writes is seldom the object of respect or envy; more frequently he is thought of as being either queer or dangerous . . . Consider the young mountain housewife who takes a stack of books from the bookmobile every time it comes to her house. She is afraid to leave more than one book in her living room at a time, however, because her neighbors will think she is 'putting on.' Until we can erase some negativism as related to books, our children in the mountains will continue to miss the importance of reading as a primary tool in their life-work kit."

The apathy about the three R's is nothing new. In her book, The Carolina Mountains, published in 1913, Margaret Morley said, "'Book-larnin' evidently is not the thing that most absorbs the remote mountaineer's waking hours. He takes his children's schooling as he takes their measles, not very seriously." Products of this parental attitude sometimes went long distances to school for only a few weeks of the year, and many of them are still alive, in their sixties. At the time Miss Morley wrote, she said that statistics of illiteracy were "almost startling"--that it was calculated that only about one-third of the eligible children attended school, and that there was a "large army" of mountain people who could neither read nor write. Improvement of these conditions has come about slowly. The impact of Federal programs to strengthen childhood education in Appalachia did not begin until the 1950's, so it is not surprising that the 1960 census indicated that adult residents of these three counties with less than an eighth grade education numbered between 47.5% and 53.6% of the population. The Cooperative Area Manpower Planning System Office reported that of those enrolled in fifth grade in 1961-62 (who would not be 24 years old), between 39.2% and 52% were lost in the three counties by the time their high school class graduated in 1969. As recently as 1966, in one of the counties, 21.7% of the persons twenty-five and over had not finished more than four years of schooling. In addition, the 1965 North Carolina Fund Study indicated that about 22% of the households did not own a vehicle, and 26% lacked a telephone, factors limiting educational communication.

Murphy has stated that the productivity of Early Childhood, E.S.E.A., and other educational programs to upgrade public school education at the elementary and secondary level are limited by the counter-effects of environmental conditions of poverty. Without improvement of the educational level of the adult population, such compensatory programs show an ever-decreasing yield. He concludes, "There is no way to write off one generation and save the next," a challenging statement to librarians and educators in Appalachia.

Blassingame's 1965 study of Library Services in West Virginia summarized factors influencing Appalachian problems well when he pointed out: "A heritage which has not stressed book reading and an economy which does not demand or support outlets for print combine to reduce the apparent need for reading." Blassingame further points out that public libraries in this country tend to reflect urban settings and development, serving the cultural or communications elite, for what he calls the "purposive reader." These models are equally inappropriate for rural Northwestern North Carolina, where people living on subsistence incomes cannot afford to plan ahead, the local tax structure will not encompass increased services, and the indigenous culture gives no reason for persons to become either purposive or recreational readers. His recommendation that the only way to foster individual curiosity and initiative necessary to earning a living in contemporary times (the "information society") is for the effort to be mounted by a unit of government with both the interest and resources to provide the needed services was a basic rationale underlying this proposal.

B. The Basic Strategy for Solving the Problem

To strengthen the potential of this research project, it was designed to use expertise and facilities from three educational agencies with mutual interest in the problems of improving literacy in the demonstration counties. Mayland Technical Institute, newly established by the North Carolina system of two-year colleges, was pivotal, creating Adult Basic Education opportunities for the disadvantaged, functionally illiterate target population, and was responsible for delineating curriculum, maintaining Learning Labs or other classroom facilities and materials on its campus, and meeting state guidelines and requirements for such programs. Avery-Mitchell-Yancey Regional Library was to serve as the demonstration center for the model design through three library buildings and whatever other facets of service were deemed appropriate. Appalachian State University, through its Office of Institutional Research and Development and the Principal Investigator, acted as catalyst for the planning and research component.

The target population and suggested strategy having been described, it remained to determine the appropriateness of the Basic Education function for the Regional Library, according to present practice; and to identify anticipated problems related to basic education for the target population.

C. Rationale for public library support

Library concerns with literacy are endemic. A pioneer in American librarianship, Melvil Dewey , expressed his concern with literacy levels as early as 1888:

> "We begin to see that the utmost we can hope for the masses is schooling til they can take the author's meaning from the printed page. I do not mean merely to pronounce the words or pass the tests for illiteracy, but to understand. Observation has convinst me that the reason why so many peopl ar not habitual readers is, in most cases, they never really learned to read; and startling as this may seem, tests wil show that many a man who would

> resent the charge of illiteracy is wholly unabl to reproduce the author's tho'ts by looking at the printed page."

In 1926, the American Library Association's Commission on the Library and Adult Education recommended support of individualized study, that the public library serve as an information center about adult education opportunities in its service community, and said, "the library should recognize as a fundamental duty the supplying of books and other printed materials for adult education activities maintained by other organizations." Knowles and Lee have described the evolution of Adult Education Services in the public library, and pointed out that even in the first three decades of the present century, the public library had leaders who felt they should provide the means through their agencies by which adults--especially those forced to leave school to earn a living--could continue their education. In 1943, the A.L.A. Committee on Post-War Planning identified public libraries as the major agencies for adult enlightenment; and in 1964 the enactment of Title I of LSCA and the Economic Opportunity Act encouraged libraries to work with poverty-stricken, illiterate, aged, young adults, and functionally illiterate constituencies. The evolution culminated in very clear evidence that the National Commission on Libraries saw the library as primarily an educational agency with responsibilities as a social change agent being fundamental to its survival as a viable institution in contemporary society. Respondents to the Commission's questionnaire on "Major Social Changes Affecting Library Service in the United States" in 1966 numbered 134 from all sizes of public libraries; 84 were involved with adult education, 40 with literacy programs, 78 with antipoverty agencies or programs, and some had projects in these areas funded by the Labor Department. Perhaps the definitive statements about service to functional illiterates were made at the New York City A.L.A. Conference Panel on Public Library Services to the Disadvantaged on July 11, 1966, since edited by Hiatt and Drennan.

> The public library's responsibility for service to people who are unable to real well enough to function satisfactorily as workers, as citizens, or as members of the community, is clearly an extension of the library's long-held educational goals . . . It is the responsibility of those directing the government's educational agencies, of which the public library is one, to work aggressively and creatively to increase the opportunities for people of limited reading ability to reduce their ignorance and to include them among those who are reading.

Thus, the somewhat more elite image of the public library as the People's University, serving an already literate 20-30% of the population, is being modified to a Learning Center concept encompassing the other 70% of the population, endorsing the policy of using materials of a very different nature than commonly recommended for purchase by the "reader's advisor" or reference librarian. Blassingame has urged that only by this means can rural Appalachians be adequately served.

Kacandes has summarized the major problem confronting adult basic education as the capacity of educators to draw adult illiterates, semi-literates, and dropouts back into a learning environment. Traditional classroom structures and environments are threatening to persons for whom they may represent past academic failures. Librarians know from experience that successful learners are often enthusiastic users of their services; the real problem in both urban and rural settings appears to be motivation of the non-user. In Appalachia, for example, under-educated persons may avoid libraries because they think that borrowing materials will cost them money. At the National Commission hearings, Rebecca Caudill told of the ways in which the Harlan County, Kentucky, librarian overcame these kinds of doubts and misinformation through personal contact. The "free-for-the-asking" nature of Adult Basic Education opportunities is not understood by most of the target population, and success of any project will be related to the local communication of facts that remove the economic or personal threat to the individual involved.

If, as Nunney says, capacity for the target population to fulfill themselves, achieve personal goals, or build into their lives the values and aspirations of a free society depend upon being "able to read, write, and compute; . . . to communicate with the society in which he lives," the established criteria for principles affecting adult learning will be a factor influencing the project design. Brazziel lists these as: adults are motivated learners; adults are pragmatic learners; adult students must be treated as adults; adult education programs must have dignity and bolster egos; adults are independent learners; adult learning is often hampered by concerns of the day; adults pace themselves as learners; principles of motivation, serial position and reinforcement apply in adult learning; group dynamics can be a valuable tool; and adult classes have the potential for a "ripple effect" in the community. Most of these concepts are fundamental to successful public library work with adults, and the independent, self-pacing criteria are ideally suited to implementation in library settings, particularly in such facilities as the Spruce Pine Library, with its non-institutional informality, carpets, and lounge furniture. Yet, Eyster responded to inquiry about interaction between the Appalachian Adult Basic Education Center at Morehead, Kentucky, and library media centers saying, "There has been little inter-agency cooperation between the national ABE program effort and Library/Media services at any level other than functionary verbiage," a problem which he relates to lack of communications. Communication in rural Appalachia is a more complex problem than found in urban areas; it is compounded by the isolated quality of life and reinforced by the folk culture, as explained by Weller. Research by Qazilbash and Drake has established the further obstacle of an "Appalachian dialect" involving misuse of words and colloquialisms that vary approximately 20% from standard English usage. Drake has urged the need for a "mountain reader" based upon ethnic-centered folk and oral traditions to help overcome this problem. Paradoxically, in many cases, this dialect is directly related to scholarly forms of Chaucerian middle English, deriving from the isolation of early English settlers in the gaps and hollows where they settled in the early days of the nation.

Through research sponsored by the Appalachian Adult Basic Education Center, the positive results of ABE programs in the region have been studied and published. Scholes determined that the most desirable goal of regional learners is GED equivalency at the high school level; Hensley and Rose established positive and significant changes in anomia scores as the result of ABE participation over a six-month period; the same team also established that these students began to take more responsibility for their life situations and give less credence to luck or change as determinants. At Appalachian State University, a study is being made of "A Comparison of the Relative Effectiveness of Learning Laboratories and Small Group Procedures in Changing the Self-Concepts of Adult Basic Students." This, and later research developed by the Morehead Center were vital to the development of the demonstration models for the Avery-Mitchell-Yancey project.

D. Statement of program objectives

The unique need to be met by research and demonstration components of this project was the focus upon outreach to a target population believed by some practitioners to be nearly impossible to motivate toward intellectual achievements and goals. The strategies used by metropolitan educators and librarians have often been found inappropriate, and the native value system is reinforced by the primary reference group--the church. The project sought to meet NCERD research objectives of exploring relationships of learning to human development with an aim of improving instructional practice, and it offered in-service training for involved practitioners.

In summary, the primary objective of maximizing outreach to functionally illiterate rural poor in Avery-Mitchell-Yancey Counties of North Carolina through public library services was characterized by research to:

1. Compile and consolidate relevant demographic, political, and educational data.
2. Establish a bibliography of desirable materials appropriate to the unique reading, writing, and computational abilities of the constituency.
3. Search and consolidate related projects and evaluations of newer materials, being utilized or developed for Appalachian Adult Basic Education.
4. Design and implement a demonstration to achieve the primary objective.
5. Test and evaluate the success/non-success of the model.
6. Consolidate and publish findings in a final report.

E. Procedures

The project was conducted in the Avery-Mitchell-Yancey County area, with the exception of research activities conducted by Appalachian State University, in adjacent Watauga County. Information about projects and materials suitable for use with the rurally deprived was sought on a nation-wide basis during the basic search component.

1. Appalachian State University: Conduct and design research component and analysis of data, organize working sessions or task force meetings, consolidate and write recommendations based upon project findings.
2. Mayland Technical Institute: Establish parameters of service and curriculum, furnish campus facilities, staff, and materials for Adult Basic Education services as prescribed by State policy, recommend and help develop model for demonstration, furnish materials or staff assistance where possible and appropriate.

3. Avery-Mitchell-Yancey Regional Library: Assist in design of plan for outreach, service promotion, model design, staffing and materials for the demonstration where possible and appropriate, as well as physical housing for mini-lab units, assistance in testing and evaluation components.

In addition to the three major agencies involved, regional, state, and national agencies with mutual concern and/or involvement were contacted about cooperation and implementation of the proposal. Included were: Mr. Charles Barret, Mrs. Vera Melton, Dr. Joseph C. Carter, and Ms. Carol Andrews of the North Carolina State Department of Community Colleges; Mr. Phil Ogilvie, State Librarian, North Carolina State Library; Dr. Harold Morse, Deputy Director for Education, Appalachian Regional Commission, Washington, D.C.; Mr. George Eyster, and Ms. Ann Hayes, Executive Director, Appalachian Adult Basic Education Center, Morehead State University, Morehead, Kentucky; National Multimedia Center for Adult Basic Education, Montclair State College, Upper Montclair, N.J.; Ruth Glass, Director of Mountain Scenic Local Development District of the ARC; and the Bureau of Libraries in the Office of Education in Washington, D.C. When funded, the project director immediately contacted consultants of regional and national stature such as Edgar J. Boone of North Carolina State University, current President of the national Adult Education Association; Dr. Daniel Fader of the University of Michigan; and Dr. William Moore, Jr., Ohio State University; to enlist their services as advisory consultants to the project. In addition, several faculty members on the Appalachian State University staff with extensive expertise in Appalachian educational problems served as advisors.

The project was conducted in two phases, which overlapped by approximately six months as facility construction and scheduling for Mayland Technical Institute and the Regional Library permitted. Phase One, Planning and Development began as soon as funding was approved, March 10, 1972, and addressed itself to political aspects, legalities, data collection, strategy searches, materials analysis, model and testing component developments. Phase Two, Implementation and Evaluation, was initiated after the Task Forces met on October 19-21, 1972. It included demonstration applications of the model design, testing and feedback, evaluation and modification, and consolidation of findings in a report.

The methodology, in addition to contacts, negotiations and broad institutional involvement previously outlined was implemented as follows:

1. Parameters of proposed project services were established.
2. Completed a survey of existing regional services in Appalachian two-year colleges serving Adult Basic Education; located profiles of students, dropouts, or unreached clientele. Validated needs of target population to determine scope of problem.
3. Established a basic bibliography of significant basal series, multilevel programs, programmed materials, television-workbook programs, related work-test programs, machine-centered programs, and projects or materials being used or developed in Appalachian Adult Basic Education, particularly those with tested success.
4. Searched for new, untested materials or projects for possible inclusion in planning component.
5. Held a two day Task Force workshop to determine project feasibility and develop model requirements.
6. Identified appropriate funding sources for assistance with Phase Two, and sought support, receiving assistance from N.C. State Department of Community Colleges.
7. Established staffing, materials, equipment, feedback and evaluation components for Phase Two.
8. Implementation, evaluation, modification, and finalization of demonstration.

Evaluation was accomplished through testing and analysis, personal interview techniques, and other methods recommended by advisory personnel.

F. Use to be made of findings

Locally and throughout the thirteen state areas under jurisdiction of the Appalachian Regional Commission Development Districts, the project should assist in delineating more effective solutions of service and outreach through increased accessibility of opportunity at diffused centers. The low tax bases and the need for provision of such fundamental learning opportunities are common to all of these states, and to many other mountainous rural regions of the United States. Cooperative planning should demonstrate more cost effective programming, consolidating rather than fragmenting efforts by educational agencies toward common goals. Reading and learning disabilities related to socio-economic deprivation have similarities in either urban or rural settings, but is is recognized that linguistic and personal idiosyncrasies of Appalachia, as addressed in this project, make the need for an appropriate model urgent, since, as has been stated, most programs designed to reach the functionally illiterate through the public library have been based upon the group configurations and societal models of urban centers. Perhaps the most significant use of the results of the research project could be establishment of criteria for rural impoverished target populations, as opposed to racial urban deprived.

CHAPTER TWO: METHODS AND PROCESSES

The purpose of this project was to help Appalachian functional illiterates gain certain coping behaviors through outreach programs based at a technical institute and regional library. The function of the regional university was to be the coordination and evaluative analysis of the project activities. This chapter explains how the experiment was planned and implemented through the two phases already described.

A. Phase I

During the initial seven months of project activity, from March, 1972, until mid-October, 1972, a skeleton staff comprised of the Director, an Associate Researcher, and a part-time student clerical assistant, gathered data and made field visits. The project was named RAPskills, standing for Rural Appalachian Progress Skills.

Letters were sent to 49 State Library Agencies, 50 Adult Education Agencies at State level, 22 publishers of ABE materials, 30 Adult Education Agencies, 20 Regional Adult Education and Library Program Officers for DHEW, and, subsequently, to 18 persons identified as directors of important related projects. There were 145 replies to the above correspondence, 31 of which proved useful.

The principal investigator attended the National Educational Technology Conference in New York City, March 20-22, 1972, where contact was established with representatives of several model programs with potential interest. These included the Canadian NewStart project in Nova Scotia, The University of Wisconsin RFD project, the Appalachian Adult Basic Education Center at Morehead State University, and the Montclair State Multimedia Basic Education Project. As a result of these contacts, follow-up visits and telephone calls were made, and a basis for the demonstration began to take shape.

A number of regional institutions and programs were on the May, 1972, itinerary, including the Transmontaine Project and Learning Lab at Wytheville Community College, Va.; the Carroll County High School ABE program at Hillsville, Va., where the community school idea was much in evidence; and the *Foxfire* project at Rabun Gap-Nacochee school, which was built around values and folkways of rural Appalachian people. The John C. Campbell Folk School, at Brasstown, N.C., and Tri-County Technical Institute at Murphy, N.C. yielded further background upon work with the target group. An RFD Dissemination Conference, in Atlanta, developed the concept of the paraprofessional home visitor and catalyzed some new directions. A two day workshop at Appalachian State University with representatives from Sesame Street, Homestart, Appalachian Regional Educational Laboratories, and an area educational cooperative developed background upon parent training and involvement in childhood learning.

During this period, the need for extensive bibliographic compilation of materials was re-evaluated due to the project being accomplished at University of Wisconsin by Helen Lyman, and given a lower priority. The regional library and the technical institute were kept informed of plans and staff there were invited to attend the Atlanta RFD session, but declined. Paul English, Director of Adult Education for Mayland Technical Institute, was named as official representative for peoject coordination, and William Hess, Director of the AMY Regional Library continued to represent his agency.

Both from reading the literature and conducting interviews during site visits, it became clear that the home visit approach, utilizing indigenous paraprofessionals, had been more successful than any other strategy in motivating adults toward further educational experiences. The project staff began to focus upon final selection of a group of experienced consultants who would meet to evaluate the region, the strategies suggested, and the funds available with the goal of determining whether to implement the program nay further, and, if so, how to do it. The research team concluded that the counties involved were typical of those in agricultural Appalachia. Employment figures secured during early summer of 1972 confirmed that the problem was that of developing and using human potential rather than just job training.

During the summer months, the project director consulted with Dr. William Moore, Jr., and Dr. Donald Sanders, both of the Ohio State University; and spent two days at the Scioto Valley School District observing the exemplary ABE programs there under the direction of Max Way, Assistant Superintendent of Schools. All three of these persons agreed to serve on the RAPskills task force. The Associate Researcher visited the Nova Scotia NewStart Project, learning useful concepts about the design and evaluation features of that activity.

The Planning Committee, including representatives of the three involved agencies, agreed to submit a request for extension of the original project, based upon advice from experienced practitioners and analysis of the RFD program. Supplemental funding for implementation of the program was secured through the Adult Education Office of the State Department of Community Colleges, but the Governor's Planning Council denied a request for Appalachian Regional Commission funds to train personnel and place an intern at the Regional Library. This was to seriously hamper library involvement.

The Project RAPskills Task Forces were assembled to assist with evaluation of research and planning accomplished in connection with the Federally funded Project for Cooperative Planning to Maximize Adult Basic Education Opportunities Through Public Library Extension in Appalachian North Carolina. Meeting at Valle Crucis Mission School, a primitive retreat site immediately adjacent to the three counties involved in the proposed research demonstration, this group of distinguished and able consultants recommended implementation of Phase Two, and suggested promising strategies for successful operation.

Consolidation and review of the proceeding showed, in essence, the following recommendations: 1) use of a paraprofessional home visitor component, using carefully selected indigenous persons to visit approximately 30 families, 10 in each county served by the Regional Library and Mayland Technical Institute, for a period of approximately 40 weeks commencing with training in February, 1973 and concluding visits in November, 1973, 2) encourage literacy efforts, 3) assist with coping skills of all kinds, 4) disseminate information helpful to all family members, 5) and create an awareness of developmental opportunities and services in the region. The consultants further urged that additional phasing for continuation be proposed, that the RAPskills project maintain extremely low visibility, merging identity with existing library and educational services, and that training be provided by Max Way, Assistant Superintendent of Schools, Scioto Valley School District, Piketon, Ohio.

The following pages detail the activity summaries in support of the final statement of recommendations made by each group.

> Convening on the morning of October 19, 1972, members of the Task Forces participated in a dedication program, and were given a thorough introduction to the Appalachian personality profile by Dr. Cratis Williams, Dean of the Graduate School at Appalachian State University, and an acknowledged scholar of mountain culture.
>
> Based upon this and previously received materials, the group then participated in approximately two hours of Brainstorming

activity in four small sessions which carried through the lunch hour. Results of these sessions, intended to define challenges for Task Forces to resolve, were consolidated and categorized into areas for specific attention, as follows:

1. HUMAN ELEMENTS

How do overall characteristics of the region affect the approach to people?

What will be the maximum number of staff required to carry out the model? Cost?

Who will recruit and train?

Who will conduct needs assessment?

What age groups will be served? Will the project focus on individuals or whole families?

How can pride in the mountain heritage be utilized?

What is the timetable for human elements?

How can good client contacts be established and cultivated?

How can locally creditable agents be identified?

Should the program affect transcultural mobility behavior of clients?

How can the program increase personal opportunity for students?

Motivation?

What criteria should be used in selection of paraprofessionals?

How will the community attitude factor and interface be handled?

What referral system will be used?

2. MATERIALS AND EQUIPMENT

How do overall characteristics of the region affect materials selection and use?

Why is the procurement timetable necessary?

Are budgeted funds adequate?

What materials, equipment, and formats are likely to be successful with target population?

Can commercial materials be used?

Is space a problem?

Do people have electricity in their homes?

What resources exist and where do people get them?

Will materials to be selected be mainly for basic literacy and academic skills or other life skills development? What will the decision be based upon?

Will there be materials preparation with an indigenous quality? If so, who will prepare them?

Will materials for mass media be utilized? (Heartline, telephone, newpaper, television, and other communication linkages)

What will be the life of materials for system use? Will there be a replacement factor, maximum accessibility, and loan of media support hardware?

3. LOGISTICS

How do overall characteristics of the region affect delivery?

Will library and related resources be the only available distribution system?

What kind of delivery systems already exist among client group?

Can the delivery system utilize the family unit?

How many mini-lab units should be available?

What is the necessary timetable for gearing up and operation?

Are special funds needed for delivery system?

By whom and how will servicing of materials and equipment be accomplished?

Is space a problem?

How can adequate communication be sustained for delivery of information, progress measurement, and identification of key "movers"?

Are there provisions for feedback from delivery system and corrective recycling?

What are reasonable service parameters for the research model?

How will the delivery system determine elements such as travel, home visit vs. facility services, provisions for bad weather, night or day activity?

Can the program find satisfactory linkages to overcome obstacles such as parental opposition, public schools, etc.?

What will the dissemination service be: bookmobile, small vans, libraries, technical institute, paraprofessionals, media, etc.?

Can logistics design have long range potential?

It should be emphasized that the above items were derived from consultant questioning and problem-seeking in groups that were separate from the Task Force functions, and that no model was proposed by the project staff to any member of the group. Every Task Force received questions from the inputs of all of the brainstorming groups. Assumption was made that project continuation would be endorsed.

The afternoon activity consisted of several mini-tours to acquaint consultants with the region's terrain, educational facilities, people, and communities. Routes were carefully selected to demonstrate the lifestyle of target populations, and the guides distributed information about the counties and specific points along tour routes which had been prepared in advance. Some consultants visited public schools, others stopped at libraries. The objective was to help improve decision-making based upon first-hand visual knowledge of area problems.

Following dinner, native entertainment was demonstrated by a clogging group from Yancey County and a guitar player from Watauga County. This activity supplemented the exhibition of native arts and crafts. a slide presentation of the three counties, and a library of regional resource materials developed by the Library Science students from Appalachian State University in support of workshop goals.

The Task Force convened to receive their charges and get acquainted. No major action was expected from Problem Session I.

The second day of the Task Force sessions included large and small group efforts, and ended with a recommendation for implementation of Phase Two of the research project, utilizing paraprofessionals to make weekly visits to between 30 and 40 families, selecting approximately 10 families per county, for a period of 40 weeks, beginning in February, 1973. The rationale for the essential nature of this strategy is:

a) Indigenous paraprofessionals can bridge the communications gap between the program and the target population.

b) The paraprofessional's most important attributes are the ability to relate to and communicate with the adult education audience.

c) Paraprofessionals can assist in almost every phase of the adult education program.

d) Paraprofessional's training and service will involve other members of the library and technical institute staffs, and resources.

The "kitchen-table" model is being used with considerable success by several consultants who participated in the Valle Crucis meetings, and was advocated as particularly appropriate for RAPskills clients on the basis of the following:

(1) The unique character of the mountain person. The target audience has for the most part been bypassed by most of the previous programs designed to aid them. This is, in part, due to the nature of the mountain people. They are suspicious of strangers and of "strange ideas." They are prone to withhold their support of and participation in community activities unless there can be shown a direct and preferably immediate benefit to themselves. The target audience (those families in which one or more members possess less than an eighth grade educational achievement level, in the three counties--Avery, Mitchell, and Yancey--of Western North Carolina) are isolated in a geographic as well as a mental sense. The nature of the terrain in the three counties is mountainous interlaced with deep coves and hollows. This makes transportation difficult for all and impossible for some. It is therefore desireable for some method to be made available to enable dissemination of materials to those persons unable or unwilling to drive the distance to centers such as Mayland Technical Institute or a branch of the Avery, Mitchell, Yancey Regional Library, where educational materials exist. While the region is served by local radio presentations and newspaper material, the mountainous nature of the region makes mass media presentations in the form of TV difficult, as there is no major station nearby and most reception is in the "fringe area."

(2) Economic realities and the life style of many of the target audience makes it imperative that new methods of learning be attempted. Many are employed full time but still have a family income at or below the poverty level. (Yearly Average Income--according to information from Employment Security Commission--Avery, $4419.00; Mitchell, $4445.00; Yancey, $4560.00, as compared to the N.C. average of $5512.00 per year.) There are many who should benefit from expanded educational opportunities but who are unavailable during the day, and since it is desired that they maintain their responsibilities as husbands and fathers their absence during evening or night hours should be avoided. Some method must be found to involve them in the family's opportunities for education, preferably in the home environment.

(3) Most of the target audience have had experiences with the traditional education system and have decided that it is not relative to their desires or needs. Traditional education in the classroom has been for them a place of failures. This failure syndrome has been so reinforced that the adult is not inclined to partake of further endeavors at which he might fail. Thus, some means must be found to surmount this apprehensive attitude about education. Home visitation has proven to be an effective approach, first, because there is a natural reluctance to go into organized institutions and, second, because the learner is in familiar, non-threatening surroundings over which he exercises some degree of control. The learner can, therefore, see himself as being on equal footing with the home visitor.

(4) The paraprofessional (home visitor) component provides the best opportunity for the establishment of effective communication between the adult learner and the available resources. The paraprofessional is seen as being a person indigenous to the region, with a cultural heritage and background similar to that of the target audience. Where feasible, the paraprofessional component will consist of persons who have had similar educational experiences. (Preferably, having themselves gone through some Adult Education courses--such as those leading to the high school GED.) The paraprofessional will then be understanding of the adult learner's special problems and will have a positive attitude toward the ability of adults to learn new knowledge and skills.

(5) Criteria to aid in the selection of paraprofessionals:

a. Be an indigenous person or familiar with the target audience and the community.
b. Be from a disadvantaged background or have had experience in working with people from this environment.
c. Be able to relate well to others.
d. Have a desire to help others.
e. Be mature in actions and judgment.
f. Be emotionally stable.
g. Show enthusiasm for the field or adult education.
h. Be familiar with the community structure and have some awareness of community resources.
i. Be resourceful.
j. Be able to take directions.
k. Be able to meet and easily converse with others.
l. Be in good health.
m. Be dependable.
n. Preferably, have successfully completed an Adult Education learning experience.
o. Show a belief in the ability for adults to "learn" and the benefits thereof.
p. Must be able to drive an automobile, and preferably, own a car.

q. Should respect and show pride in their own background.
r. Be sensitive to the needs of others.

It should be noted that no single person will fulfill all of the above selection criteria, however, every effort should be made to use these as a guide to the selection of effective paraprofessionals.

As indicated in the second progress report of the aforementioned federally funded project, and reaffirmed by recommendation of the Task Force Workshop, there is critical need for home visitations and home instruction by a paraprofessional component operating as a resource between the adult learner and the learning resources located at Mayland Technical Institute at Spruce Pine and the Avery-Mitchell-Yancey Regional Library with branches at Burnsville, Bakersville, Newland and headquarters at Spruce Pine. The paraprofessional will utilize the unique resources of both Mayland Tech and the AMY Regional Library to secure and provide to this target audience those materials determined to be most beneficial to the adult learners' needs. The needs may consist of Adult Basic Educational Materials, Coping Skills materials or any mixture of these. The prospect was to meet the needs with whatever materials are best suited to fulfill these needs.

(6) Personnel:

There were to be three (3) paraprofessionals involved with the home visitation component. Each paraprofessional would operate in one of the three counties which are in the program's operational area. It was further recommended by the Task Force committees and regional personnel that each paraprofessional be given responsibility for a specific geographic region within the area. These three paraprofessionals would operate out of Mayland Technical Institute and AMY Regional Library which would be responsible for the resource materials with which to support the paraprofessional component.

It was recommended that, where possible, both male and female paraprofessionals be utilized. This feature would expand the outreach of this component in that male and female paraprofessionals are able to reach different persons at different times. The male paraprofessional would, if necessary, be able to reach that portion of the target audience which is male and only at home (and therefore available) during the evening or night hours. There are also areas in the region in which it might be unwise for a woman to venture but which would be no obstacle for a male. Women paraprofessionals could easily reach that portion of the target audience which is home during the day. The paraprofessional component was to reach approximately 30 to 40 families in the 3 counties. Thus, each paraprofessional was to be responsible for from 10 to 13 families.

The enthusiasm and involvement of the paraprofessional in program and community activities helps to improve the public image of Adult Education. The use of paraprofessionals is seen as an essential feature in the growth and holding power of the Adult Education program in the three rural counties of Avery, Mitchell and Yancey, and holds good promise of being a model for similar utilization elsewhere. It was the Task Force consensus that involvement of the paraprofessional component would result in dramatic changes in the lives and attitudes of their target audience. There is a long-range desire for the results of the home visitations and instruction of the paraprofessionals. It is that portion of the target audience which is now unwilling to become involved in existing educational programs will gain the incentive to seek out even further educational opportunities, utilizing materials and resources of available institutions. It was also the belief of the Task Force that such paraprofessional training would provide a vehicle for career development and advancement for those indigenous persons selected for involvement in this component.

The specific recommendations made by each of the Task Forces were:

1. Human Relations
    a) That the project develop unique techniques for tailoring recruitment to the community the project is designed to serve; and that home visitation is an appropriate approach.

    b) That there be a specific central administration and site and a definite delineation of responsibilities. (It may be necessary to hire additional full-time or part-time staff, including additional professional and paraprofessional. A definite concern for contingency funds should be available until project staff needs can be more adequately determined.)

    c) That inter-agency linkages be established as a working relationship with other service programs in the area.

    d) That the project make definite use of the assessment expertise described in the abstract of Personnel & Facilities, p. 8.

    e) That the criteria for the selection of paraprofessionals include assessment of their interest in the people of the region, and that they have some skill in informal rather than formal teaching.

    f) That a good program of inter-communication between members of the staff and staffs of other programs in progress and community leaders for a referral system and other important factors.

g) That Max Way and others be the service trainers to develop the paraprofessional component.

h) That the project's target be families rather than individuals. This means that the services be on a continuum from preschoolers to adults who need assistance.

i) That the delivery system be well developed and include hard- and software, have concern for day and night offerings, bad weather, etc.

j) That provisions for follow-up be included in the planning of the project. This means that baseline data will be established in order to evaluate the program.

k) That the appropriateness of the materials be carefully chosen, disseminated, and serviced.

l) That adequate communication is sustained with regard to information, progress of the program, and identification of those who can move things.

m) That adequate pre-planning be made prior to initiation of all phases of the demonstration with regards to:

   a) each component
   b) time table
   c) evaluation
   d) pre-service
   e) continuous service
   f) provision for feed back
   g) exploration and dissemination of other programs, their findings, and how they can be applied to the project under discussion.

2. Materials and Equipment
Basic Assumptions:

a) Available and appropriate materials and equipment will be purchased for selected centers to serve approximately 40 families in a three county area.

b) Materials and equipment should be selected to support home visitation and study program.

c) Primary source of materials will be commercially available. Local materials will be prepared when necessary for the public libraries and Mayland Tech.

d) Selection of materials will be correlated with existing programs to strengthen and extend material services.

e) All materials and equipment will be furnished to the students.

f) Materials and equipment will be purchased and available by January 15, 1973.

g) Funds are available to adequately support three centers.

h) In collecting materials and equipment every effort will be made to search for, identify and select materials and equipments that havé been successfully utilized by similar projects.

i) When feasible and advisable materials (minus the hardware) will be consumable and expandable.

j) Space is not a problem.

k) A variety of materials will be made readily accessible to to meet diverse individual interests.

Selective Criteria: Materials
a) Relative to interests:

1. Survival skill
2. Coping skills
3. Other such list already in existence: RFD, ABE, Rib M. Res. Proj.

b) Relative to entry behavior

c) Adult oriented

d) Relative to educational goal (GED, job, etc.)

e) Self-instructional

f) Multi-media format

g) Content analysis in terms of attitudes, values, and life styles

Selective Criteria of Equipment:

a) Portable

b) Provision for use with batteries or household current

c) Serve as a means to deliver the instructional materials

d) Simplicity of operation

3. Logistics and Delivery

a) It is a necessity of in-service training of paraprofessionals, prior to commencement of project operational phase.

b) At least four mini-labs are needed.

c) All community (area-wide) resources must be employed. Ministers, home extension people, etc.

d) It was recommended that the project become operational in spring, 1973 - slow down over summer, step up in fall.

e) Special funds would be needed for the delivery system, especially for travel.

f) The space situation is bound to be critical, with respect to actual in library storgae, but with respect to out in the communities the answer is no, there is no space shortage in that particular area.

g) It was recommended that the operational name "RAPskills" be avoided in program dissemination and publicity releases. In other words, except when in actual correspondence with the project, to talk of new services from libraries and the technical institute and stay away from operational jargon.

h) Library boards, school boards, the Mayland board of trustees should definitely be involved in addition to employers and ministers.

i) Have male and female paraprofessionals approaching people at different times and places.

j) Radio is recognized as a vital component in the delivery system.

k) Because of the geographical area - 936 square miles - it was recommended that the program be planned in time phases and limit geographical responsibilities of each paraprofessional and emphasize the great need to start small and build a good reputation before covering the entire service area.

l) Home delivery was recommended for mini-labs and for other materials.

At a final session, the above recommendations were unanimously endorsed by the Task Forces, and the sessions concluded.

SUMMARY

Additional funding should be secured immediately to initiate Phase Two of the project, including recruitment and training, purchase of materials and equipment, identification of families to be visited, and construction of the evaluation devices for research validation and corrective feedback.

Based upon the activity of the Task Forces, Phase One was considered as complete, and implementation of the recommendation was undertaken by the project staff and associated agencies, contingent upon securing additional funding for the training and travel for paraprofessionals to match the salary money funded by the State Department of Community Colleges. The target date for field activity was set for March of 1973.

B. Phase II

At the outset of Phase Two, it was determined that all fiscal responsibility would reside with the grantee institution, Appalachian State University. The concept of classes or instruction in public library branches was determined to be less promising than the use of the library units as back-up resources for materials and enrichment materials for the home visitors.

One of the most unusual and critically important decision reached by the project leadership and related agencies, based upon Task Force recommendations was that the identity of the project would be played down so that the services provided would always be identified with already existing agencies. This would serve the twofold purpose of strengthening institutional service images, and, at the same time, minimizing tension surrounding "projects for the disadvantaged" which bear a stigma for or provoke overt hostility from members of the target population. Thus, while some publicity samples may be found in the Appendices, conscientious efforts were made to have all activity appear as part of the normal, ongoing activity of the library and technical institute.

Max Way agreed to act as trainer for the paraprofessionals, and Paul English began recruitment efforts for one paraprofessional from each county in the demonstration region, culminating in the selection of Betty Johnson, Maisie Howell, and Berneice Norris. Two technical coordinators, Sue Shoemake and Tom Grill, were selected to work as inter-agency communicators, and to also serve as back-ups for the paraprofessionals in the event of illness, or other personnel changes.

Additional funding and project extension were granted by the U.S. Office of Education, and the training workshop was held at the Scioto Valley School District in Piketon, Ohio from February 5-13, 1973. (A program is found in the Appendices.) Negotiations were also completed to use the Scioto Valley program for an additional test group, at no cost to the project, to lend credibility to the evaluation for use in similar Appalachian areas.

A materials list was developed by Dr. Joseph Carter and his staff at the N.C. Dept. of Community Colleges in Raleigh, and items recommended in that list (also found in the appendices) were secured as well as other selections recommended by consultants, particularly Helen Lyman.

Upon completion of training in Ohio, the home visitors returned to Mayland Technical Institute, and spent another month working in the Learning Lab and developing plans for field activity from experience with ABE students and materials. On April 13, 1973, an awareness workshop was held at Spruce Pine Public Library, to acquaint library personnel and adult educators with one another, and to agree upon details of program management. Attending were staff representatives from: Spruce Pine Library, Avery County Library, Mitchell County Library, Yancey County Library, AMY Regional Library, Mayland Technical Institute's Library, Learning Lab and Adult Basic Educational Programs, as well as representatives of Mountain Scenic Development Commission, Wilkes Community College, the North Carolina State Department of Community Colleges, the North Carolina State Library, and the regional educational facilities of Appalachian State University.

The following recommendations on proposed services of the RAPskills Programs were forwarded and carried during the day's activities.

Service Plan #1. Issuing registrations for library users.

Q. What needs to be done to register new borrowers in Adult Basic Education programs? Who will carry the forms, and how will they be counted and to whom should they have been filled out?

A. After discussion it was decided that the paraprofessional home visitor would assume the responsibility for the registration of new borrowers generated by their visits with regard to the AMY Regional Library. The home visitor will carry registration forms and will fill them out for those learners with whom they deal. These registration cards will then be returned to the designated library for their files. The Paraprofessional will record what information is needed on their "Learner's Data Sheet". When books are requested "in the field" the paraprofessional will obtain these materials from the library which will pull the book card and file these under the particular paraprofession responsible for the request. Thus the paraprofessional, in effect, becomes a kind of depository station for outreach for the Regional Library.

The paraprofessional will keep track of the use of the materials and will attempt to determine user response to them. This response will be relayed to the Regional Library to aid in the determination of collection improvement. At Mayland Technical Institute, cards will be issued to each borrower, if they come into the library or learning lab. It was decided that it was appropriate and part of the function of the paraprofessionals to do registration and to check out materials to be used in the Program. It was decided that it would be no problem for our cooperative use of all the areas resources.

Service Plan #2. Special Bookmobile visits.

Q. If bookmobile visits are made to ABE classes, what schedules and staffing problems are affected or involved? Who will go on the bookmobile at these times? Who will keep the special records of those visits for the program? How many ABE classes are there in the three counties?

A. It was the general concensus that the only restriction to the use of the bookmobile was the condition of the "Bookmobile" itself. This, and of course, the schedule of community visits all ready in effect for the bookmobile. It was decided that the bookmobile will be used to visit ABE classes on a limited basis. During the day Barbara, the regular bookmobile driver, will attempt to visit some of the day ABE classes. Tom Grill will be able to do the night visits, if William Hess is willing, and Tom would be accompanied by Sue Shoemake who has been trained in librarianship and these two will be capable of providing the necessary services while utilizing the bookmobile.
Jerry Brownlee stated that he would send information available as to the method of obtaining a donation vehicle which, if available, might provide a valuable suppliment to use of the bookmobile. This suggestion came out of small group interaction.
Circulation records for these visits by the bookmobile will be kept in the same way as is currently being done.
To prevent duplication of materials, educators at Mayland Technical Institute, in the field of Adult Education will be consulted to provide for the coordination of available materials and to make the most effective use of the bookmobile stops at the ABE classes.

Service Plan #3. Materials Lost or Stolen During the Program.

Q. If materials belonging to Mayland Tech or AMY Regional Library are destroyed, lost, or stolen, who is responsible and what needs to be done to make fair adjustments? (Project materials are considered as expendable, and the library and technical institute are not responsible for replacing any of them if they are lost.)

A. During discussions it was determined that there would not, in all likelihood, be much loss of materials. It was pointed out that Program usage would be much less than general library and tech institute utilization of their materials. At any rate, it was decided that the Program whould hold approximately $300.00 back, to replace any materials lost during the run of the demonstration portion of the program.

The possible loss of equipment was discussed but no firm decision was reached. It was determined that since most of the equipment to be used would be from the Program that the problem really need not be of undue concern to the other agencies involved. Use of equipment will be worked out between those persons involved at each of the agencies.

Responsibility: It was determined that there was to be no personal responsibility to the home visiting Paraprofessional for the materials in their care nor for the materials obtained for the express use of their learners, or for their personal and professional advancement.

Any of the Program materials which are placed in the branch libraries of the Regional Library, are available for the use of all of the library's clients, however, there will be no accountability for these materials upon the local library staff. They shall not be held accountable for materials lost or stolen although it is expected that the materials will receive the care normally extended to all library holdings.

Where appropriate and if deemed advisable, at the termination of the demonstration phase, the materials will be written over to the involved agencies, if there seems to be a continuation of efforts of the type of cooperative nature as proposed by this program. If such an effort is deemed deficient, the materials will be written over to Appalachian State University. This latter possiblility is not the desire of the Program staff which is sure that efforts of demonstration phase will continue with the cooperation of all involved agencies.

Service Plan #4. Special Services in the Library to ABE Students.

Q. How can special learning materials in the minilab component be placed in the libraries and circulated? How can contact be planned for the ABE student who has to learn "by Appointment" or referral since the home visitor has no openings left? How will materials of importance to the program be statistically identified for the report of activities? How can the ABE staff help the library staff identify appropriate materials for ABE students in the library collection?

A. It was decided that the Programmed Materials will be placed on a special shelf in the library. The shelf should be near to space which the learner or library patron could use to look over the materials or to work on his own with the materials. It was thought that the best use of materials of the

so called, "easy reading" or "high interest-low vocabulary" type, would be intershelved with the regular collection but that some special mark (such as a color code) be used to identify for easy recognition and to aid data collection. If the home visiting Paraprofessional has a full compliment of visits to individual homes, and if they are contacted through referrals and would be willing to meet in the library with the Paraprofessional, then some means should be available so that an "appointment" could be set-up to get the learner and the Paraprofessional to the library at the same time.
There should be a regular schedule set-up so that Tom and Sue will be available at each of the libraries to meet with those desiring to utilize their resources. This service should be scheduled so that the learner can expect that they will fin aid at such and such a location at such and such a time. These times should be publicized so that all who have the need will know that it is there. At the June workshop (to be referred to), there whould be an information index of available ABE classes; where, when, what taught, etc. There should also be a schedule of the various library hours, services, etc. and also a rough schedule of the Paraprofessional's home visitation routes. Where appropriate the above shall be in the form of a booklet.
It was suggested that the librarians make a visit to the Learning Lab at Mayland Tech for a "hands-on" experience with the materials which are available there, and to view a class in progress. This would be an information visit. That is, what resources are available at the Learning Lab and at the Technical Institute? What is going on?
In return, it was suggested that the personnel at Mayland Tech also avail themselves of the opportunity to make visits to the Regional Library and to the branches in the various communities. This would be particularly valuable to those who involved in the Adult Education Programs. There must be an effort to involve ABE personnel - perhaps with a workshop type session? The value of library usage...

Service Plan #5. Research Team Problems

Q. Who will be responssible for answering questions that come up or gathering data from different activities for the Program? This question relates only to those special services that are concerns for the research team.

A. After discussion it was decided that Winston Lear, the Program's Research Associate, would be that person who would be responsible for this service. He will receive inputs from William Hess of the AMY Regional Library and Paul English of Mayland Technical Institute. On questions directly relating to the involved agencies, those persons which are responsible for the agency will also be responsible for answering related inquiries.

In the final analysis, it is, as far as Program data collection is concerned, the responsibility of the Paraprofessional to gather the necessary data since they are the only effective interface between the Program, its objectives and the aspirations of the learning audience. This data will be forwarded to either Tom Grill or Sue Shoemake who will be responsible for its processing and diseminating to others.

The materials (where appropriate) will be duplicated and distributed in a "newsletter" type format to provide a continuous awareness of what is happening with various aspects of the Program.

It was decided that the main thrust for data gathering would come shortly after the June workshop and would use some of the evaluation techniques being developed specifically for the Program by knowledgeable persons in the field of evaluation.

Each of the five Service Plans were reviewed before the entire group, questions were called for, clarifications made, and a vote for each Service Plan.

Each vote was unaminous - in favor of the proposed Service Plan.

The paraprofessionals were, by the time of this workshop, establishing contacts with potential students located through social service agencies, personal references, and from inquiries received by the technical institute. In contrast to the accounts of the RFD activities, RAPskills home visitors found it took more time than had been anticipated to travel the mountain roads to reach the homes of their clients. Daily logs were kept, and revealed the constant frustrations of appointments not kept or lack of student interest in accomplishing lessons.

Also, at this time, Winston Lear resigned as Research Associate to accept a position at a nearby Community College, and Becky Howard was selected as his replacement. Ms. Howard had contributed many hours to project activity as a volunteer from its inception, and was well acquainted with the goals and all of the personnel involved in the demonstration.

A follow-up workshop to cross-train library and adult education personnel was held in June at Valle Crucis. Max Way brought his paraprofessional trainers from Ohio, and the whole group participated in a Laubach Literacy Training workshop sponsored by Mayland Technical Institute. All of the RAPskills staff became certified Laubach teachers at these sessions, and all participants spent several hours learning about juvenile books and easy reading materials available in the Newland Public Library. Ila Justice, Associate Professor of Library Science at Appalachian State University, made a presentation of materials especially appropriate for Appalachian region family reading. The AMY Regional library children's specialist was unable to participate. This was to prove a typical pattern as the demonstration progressed. The Regional Library staff, while pleasant and willing to serve project patrons on an individual basis, were seldom committed to the purposes of the literacy training, and were not encouraged to give priority to project activities even when payment for substitute help was available.

During Phase Two, the Project Director and Principal Investor was serving as a major consultant on a retainer, spending four days per month in project activity. Dr. Robert Reiman, Director of Institutional Research at Appalachian State University acted as Site Officer. While this seemed an unusual arrangement, it did have a certain strength in keeping with the Task Force recommendations. It left the RAPskills staff and the regional agencies to work together without strong interventions, causing a much more normal kind of program development than has been typical of many Federal projects. In other words, there was no high-powered promotion or organizational adjustment. The RAPskills team worked with and through regular program leadership in the Technical Institute and Regional Library.

Copies of the tests used by the RFD Project were secured, evaluated at the June conference, and modified to reflect local settings and interests. A library use test was created by the project staff to determine what the ABE students' perceptions of libraries and library services were, and to establish information about magazines or other reading materials that they enjoyed. A testing pattern was set up, but it was decided that, due to irregularities typical of adult learning projects, the analysis would be based upon comparisons between new ABE students and those with a greater length of time in the programs studied. The project director experienced considerable difficulty in getting agency personnel to understand the basic principles of research control, but felt that a way was found to overcome the limitation sufficiently well to do data analysis in a meaningful context.

During the summer of 1973, pre-tests were administered, and the Project Director and Research Associate investigated the use of Microville, a simulation game developed by Project Communilink at Colorado State University, for creating linkages between community agencies involved in Adult Education. It was proposed that Appalachian State University sponsor on invitational session of the game for representatives of the three counties engaged in the RAPskills project, but the implementation was impossible due to staffing limitations and other priorities.

By fall of 1973, it became apparent that the libraries were not much involved in the activities, but that the people at Mayland Technical Institute had integrated most of the training concepts and information into their institutional fabric. Aside from some territorial imperatives concerning who should serve certain students, the instruction was proceeding well, students were beginning to pass their G.E.D. examinations, and some were even moving into career preparation programs at Mayland. Due to illness, Berneice Norris resigned near the end of the demonstration period, but her work was picked up by the other staff members.

As winter of 1973-74 came to the North Carolina mountains, the project demonstration drew to a close, but the services of the paraprofessional home visitors were retained on a regular basis by the Technical Institute, and the other members of the RAPskills staff assumed other, more permanent jobs in the libraries and businesses of the region.

During the early spring of 1974, a final workshop was hosted by Max Way, at Waverly, Ohio, for group evaluation, in-service training and discussion with Ann Hayes Drennan concerning the findings of related projects carried out in Appalachian states by the Morehead State University Adult Education Center. This workshop had a springlike quality of regeneration, sharing the project experience with several Mayland staff members who had not been involved until that time. The Regional Library personnel were not represented at these Ohio sessions, even though funds were available to cover transportation and other expenses.

During months that followed, the data gathered from the counties directly involved, and from control counties adjacent to them, was analyzed at the Appalachian State University Computer Center, and evaluation of the project in terms of statistical statements could then be added to the observational data collected in the home visitors' logs, staff reports, personal interviews, and other kinds of descriptive analysis.

CHAPTER THREE

DATA ANALYSIS

This chapter presents the data and attendant statistical analysis gathered and prepared in the course of the investiagation. The narrative is intended to explain and connect elements. Commentaries and evaluation of the findings will be deferred until the final chapter.

Three strategies were used in doing the analysis. The first was a descriptive and observational record of the project, including the unobtrusive measurements that were generated by the home visitors' log books and workshop activities. The second was an instrument called The Library In My Community, a simple questionnaire developed to elicit information about the attitudes, usage patterns, and library skills possessed by those receiving home visits or instruction in ABE settings. The third was analysis of a battery of tests developed for the RFD project at the University of Wisconsin to test participants' attitudes about education and the self, and to determine levels of coping skills and behaviors.

From the descriptive data, it was determined that the sample included approximately 300 persons who were tested or visited as a part of ABE activity in Appalachian North Carolina and the four counties of Appalachian Ohio served by the Scioto Valley School District. Table 1 develops the student profile. It can be seen that the average student in the North Carolina counties was about 23 to 26 years of age, more likely to be a male in the classroom or learning lab, and more likely to be a female if in the home visit component. The majority were married, had telephones, and the family included two or three children. This was appropriate for the project goal of family service established by the task forces. It is conjectured that most males were employed and most females were homemakers, even though many women listed themselves as "unemployed."

The Ohio students tended to be in their thirties, almost certain to be females in the home setting, and predominantly females in classes and learning labs as well. The Ohio males were mostly engaged in classes held at the Goodyear Atomic Plant. Ohio families were slightly larger.

TABLE 1

Profiles of ABE Student Population: Home Visit, Learning Lab, Class

Category	North Carolina		Ohio		Control	
Sample[1]	N=36	N=18 + 27	N=72	N=21 + 18	N=23 + 43	
	HV	LL & C	HV	LL & C	LL & C	
AGE:						
Range	16-53	16-44	17-52	16-54	16-49	16-65
Mean	26.75	23.5	30.1	33.1	26.9	26.7
SEX						
Male	6	31	2	11	14	32
Female	30	13	70	25	7	9
MARITAL STATUS						
Single	7	22	5	5	3	28
Married	25	21	60	28	18	12
Widowed	1		4	1		2
Sep/Div	3	2	4	1		1
TELEPHONE						
Yes	27	28	42	22	4	33
No	9	14	31	14	16	9
NUMBER OF CHILDREN*	2.9	2.6	3.1	3.8	2.0	4.0
EMPLOYED:						
inc. p.t.	15	22	14	18	15	15
Housewife**	12	2	33	4	15	15
Unemployed**	15	19	25	14	6	29

1. Note: Many forms were incomplete.

* Computed only where appropriate

** Some women consider "housewife" as employment, others listed themselves as "unemployed."

The control group, comprised of students in ABE programs at a technical institute and two comprehensive community colleges in counties adjacent to the demonstration counties, differed from the other two groups because it contained no home visit component.

Due to extreme difficulty of orientation to testing procedures for the part-time and diversified kinds of faculty involved in administering the instruments, the design was built around the length of time a student had engaged in ABE instruction, rather than matched pre and post test instruments given to the same individuals. No attempt was made to relate maturation to the results of the library instrument, which was used as an opinionaire, rather than for purposes of measuring change over time.

Another decision made early in the demonstration period was to abandon complete statistical analysis of the Coping Skills (WITABE) instrument from the Wisconsin battery of tests. Nearly every test was correctly done, except for two or three problems, yielding the information that Appalachian ABE students in this program were likely to experience great difficulty with telling time, with using rulers for measurement, and with written job applications. Otherwise, they demonstrated proficiency in reading TV schedules, computed costs of meals and groceries, identified items on checks and bills, filled out Sears order blanks, searched out and copied telephone numbers including area codes, read and interpreted newspaper items and want ads, used the yellow pages, and understood payroll data very well. The above competencies may well indicate that the target group was actually drawn from a functionally literate population!

Selection of Subjects

Participants in ABE programs in cooperating institutions, in a sense, selected themselves into the study simply by being there while the activities of the study were under way. It is the viewpoint of many adult educators that strict experimental controls are nearly impossible to validate in programming for ABE because of the spectrum of experiential and maturational backgrounds of postsecondary age learners. The learning styles of adults are closely related to their everyday living patterns, making it problematical to design structured experiments that are acceptable to them, ones that do not challenge their sense of what is appropriate and meets their needs. Another problem has been mentioned earlier, that of scheduling regular participation in ABE activities. Unlike public school children, who are a captive audience, or resident college students who serve the guinea pig function in much research, the ABE student sets his own priorities and nobody can gainsay his right to do so. Those priorities often eliminate days or weeks of ABE activity, so mortality rates in ABE experiments are likely to upset the design as well as the carefully planned objectives of some programs.

So the participants were selected because they were available and active in some ABE offering at the time. This included two groups of prisoners who were receiving ABE instruction at Mayland Technical Institute and Western Piedmont Community College when the tests were administered.

The RFD program used intensive recruitment, and secured promises from the sample that, if selected, they would stay in the program. Such strategies were seen as incompatible with real world assessment of ABE effectiveness, and the subjects of this study were "involuntary" ones from beginning to end. They didn't even know they were being studied.

Instrumentation

In selecting the testing instruments to use for this study, a decision was made almost immediately to utilize existing formats, if ones could be found that were deemed appropriate. Among these considered were the Rotter and Gurin scales, several short tests designed to measure religiousity and anomie, the Cantril "Questions on components of satisfaction," and the RFD battery of tests.

The Cantril questions, designed for oral administration, seemed ideally suited to objectives and clients of the program alike, but they do not address coping skills and behaviors as discrete from self-concept measurement. The RFD tests - the WITABE, WIAAI, and World About me - carried several questions found in the Rotter scales, and what was more important, they were specifically designed for rural adults.

The WITABE, a 29 item measure of coping skills in reading TV schedules, telling time, using road maps, applying for jobs and using mail order catalogs, takes up to 45 minutes to administer. The writer eliminated the prefatory reading, writing, and math components, substituted maps and telephone pages from area directories, and planned to use this text to determine how well the Appalachian adults in the ABE programs of Mayland Technical Institute and the Scioto Valley Learning Centers could actually do things. This test has a Hoyt reliability of 0.90.

The WIAAI combines an attitude survey with Likert scale responses with investigation into a) the Good Life, b) Self-Concept, and c) Educational Values. The 49 questions require about 25 minutes to complete, and have an internal reliability of 0.92 on the Hoyt reliability test.

The investigation turned to observation of how the pre-tests and post-tests may have been affected in any way by environments. Since the instruments were used in two different Appalachian states, analysis of differences between North Carolina and Ohio samples was necessary to establish how like or unlike each other and other Appalachians these ABE students were. Not only geographic setting was to be considered, however, as the background of the study showed. The other factor of interest to ABE administrators is the institutional setting, or lack of it, in the case of the home visit strategy.

A program was found which would display the distribution of these variables in tabular form, and handle item by item analysis of the test instruments, controlling for place, setting, sex, or time. This sort of analysis by crosstabulation was seen as essential if the study was to report observations of any differences related to those variables.

Observations for this project were severely limited in timespan, a factor that also limits the likelihood of significant data about human change and development of coping behaviors or self-concepts. Therefore it was decided that even slight measurements of positive or negative differences should be described accurately. The crosstabulations have been examined to detect any measurable differences between the new ABE student and the one wha has spent considerable time in classes, learning labs, or home instruction. They have also been used to profile the control sample for comparison with the Ohio and North Carolina samples. Another advantage of this analysis was that it helped create a substantial information base for each test item, a product of great utility in accurately describing responses about attitudes and behaviors.

Questions answered by the crosstabulation were: is the North Carolina student in the learning lab different from a) North Carolina students in classes or home visit treatments; b) Ohio students in similar learning labs or other environments, and, if so, how is this difference described by the data analysis?

Lest the reader of this report be led to think that the differences found in the crosstabulation have significant statistical implications, the writer decided to take one other approach to the test scores collected for the study. By doing an analysis of variance, one could find any significant relationship between time and settings. It was thought that this would not have been reflected in the t tests, nor did either of the other programs test for interaction. This test did not include the control group scores.

Operational Definitions

Since this study is concerned with a very limited, non-random sampling of Appalachian ABE students, certain definitions have been chosen to clarify the scope and intent of the research. Although more general discussion of some of these terms has been attempted, the purpose of this section is to limit and clarify terms for the analysis of the study.

1. Functional literacy means acquisition of essential knowledge and skills which enable a person to engage in all those activities in which literacy is required for effective functioning in his community.
2. Coping skills are represented by mastery of functional literacy as evidenced in day-to-day activities such as reading TV schedules or applying for jobs.
3. Coping behaviors are actual manifestations of the coping skills. These are reported through the 18 item instrument called "The World About Me," and the value of these behaviors for individuals has subjective weights beyond the scope of the present investigation. Therefore, they are treated as simple measurements when found, both in the test analysis and the observations reported in other ways.
4. Locus of control, measured by the WIAAI, includes analysis of the examinee's internality-externality profile on the one hand, and his or her attitudes about the good life and education on the other. These areas were combined by the instrument's designers because of the correlations they claimed do exist between self-concept and academic achievement.

5. ABE students are individuals 16 years of age and over participating in some form of Adult Basic Education at the institutions included in the study.
6. The GED is the General Educational Development certification that establishes high school equivalency for most ABE students.
7. Paraprofessionals are persons with less than baccalaureate degrees who teach and tutor ABE students.

The treatment began in June of 1973, after the completion of a training component. Testing was begun in July, and continued for approximately six months for the purposes of this study, though it actually was going on before the study began, and continues to be done by every institution involved in this report.

Observations Reported

The opportunity to observe and record personal data in classroom or laboratory settings is limited. The records of students in these settings are nearly all confined to test scores and academic progress items. On the other hand, the home visit is an intervention that makes personal observation almost inevitable. The relationship between the paraprofessional home visitor and the student is more that of peers than that of teacher and student, the one to one nature of the instruction tends to personalize the learning sessions, and the circumstances of the student's life are seen in his or her home environment, whether or not they are openly discussed. The home visitor becomes intimately acquainted with the student, knowing much more about what affects his progress or lack of it from week to week.

From reading the daily logs maintained by the North Carolina home visitors, and requesting other information it was possible to tally a list of observed coping behaviors representative of the Ohio and the North Carolina home visits. For North Carolina, the tally was done by Ruth Glass, formerly director of the Mountain Scenic Local Development District of the Appalachian Regional Commission for the three counties. The Morehead State University Coping Skills taxonomy was used for categories. Where an area had a negative effect, as in sickness, this was also tabulated.

Because the personality of the home visitor has an influence upon the way in which she values and records things, the tabulation is done by county, and then totalled. One home visitor, for example, did not choose to record much except the measurements of test scores. In addition, the home visitors were never told that the record would be investigated for this purpose, so that the observations are spontaneous ones, not biased by pre-conceived directives.

TABLE 2

Observed Coping Behaviors in North Carolina Home Visits

	Yancey		Mitchell		Avery		Overall	
	+	-	+	-	+	-	+	-
Aging	2	3	2		2	5	6	8
Children/ Family	6	9		4	9	6	15	15
Community	1				5		6	
Education	14	5	16	3	17	2	47	10
Free time	6	9		3	3	5	9	17
Health	2	5	2		7		11	4
Home	8	2	11		9		28	2
Jobs	5	5	4		2	5	11	7
Legal rights	1							
Money Management	5	3						
Moving	1	1			2	2	3	3
Religion	1				2	2	3	2
Transportation	1	5						
Understanding Others	14	4			9	2	23	6
Row totals	+67	-51	+35	-10	+67	-74	+162	-74

The evaluator also found that there were 76 visits made, only to find that nobody was home. Since the visits were scheduled, this may be seen as a negative behavior. In 12 instances, a positive reason was learned, for example, a person was at work in a new job. On 11 occasions, the visitors took students to Mayland Tech for the GED examination, only to find the person who administered the test was gone, even though the tests were scheduled previously. This must be seen as a negative factor. The logs recorded that 29 persons successfully completed parts of the GED, and a total of 48 passed the examination in the six months recorded, while only 2 failed.

In another survey, a follow-up inquiry was made six months after the treatment period ended. The results showed that

9 persons enrolled in classes at Mayland Technical Institute (4 in Business Administration, 1 in Early Childhood, 2 in Light Construction, and 1 in Nursing)

18 found employment or changed jobs

5 were still in the program

5 finished their class or met their goal

11 passed the GED

25 dropped out (15 from the Learning Lab and 10 from ABE classes)

13 were "unknown" by ABE personnel, though they had been enrolled in an ABE program.

In Ohio, the prarprofessional home visitors supplied the following information in a similar follow-up survey, done six months after the treatment period ended:

7 persons found new employment (1 teacher aide, 1 head start driver, 1 head start aide)

6 persons were promoted, 3 of them to jobs paying $3,000 more per year

10 demonstrated new coping skills,

  2 in money management
  3 in family and child care
  2 in coping with disability
  15 in education

12 passed the GED

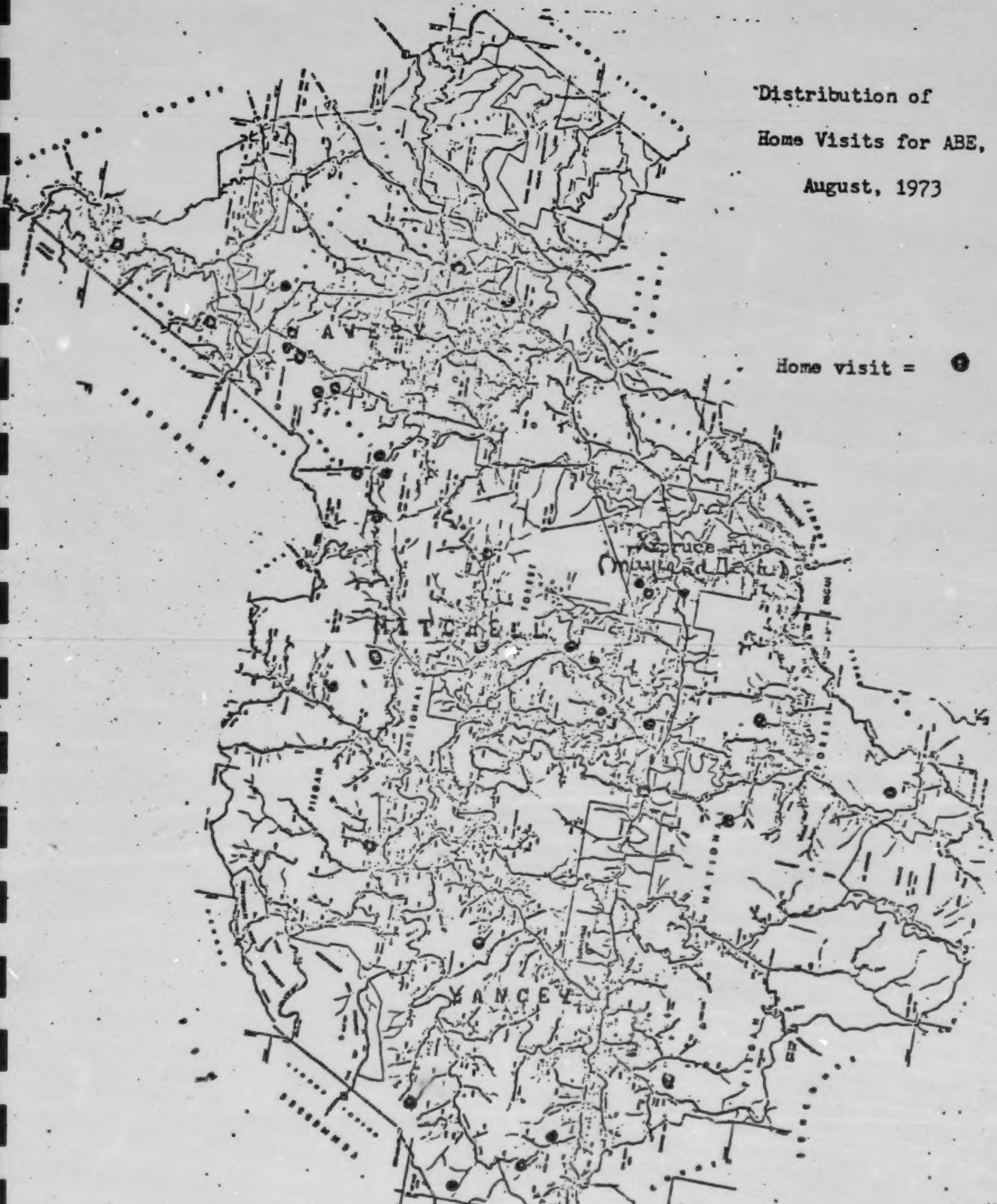
14 were still in the program

2 had moved away

The distribution of North Carolina home visits is shown on the map on the following page. As can be seen, they were scattered throughout the three counties.

Distribution of
Home Visits for ABE,
August, 1973

Home visit = ●


AVERY
Spruce Pine
MITCHELL
NATIONAL
YANCEY

Library Questionnaire

A rather unsophisticated instrument was developed by Sue Shoemake and Becky Howard of the RAPskills staff to explore the way in which ABE students perceived library services in the counties participating in the demonstration. It was administered on a one time only basis to students in the Learning Lab, ABE classes, and in the home visit component. This questionnaire was not used with the control group.

Table 3 is a percentage analysis of cumulative totals on the section dealing with the students' ability to locate libraries and describe their personal reading usage habits and/or preferences.

TABLE 3

Use and Preferences

Item	North Carolina N=88 %	Ohio N=28 %	Overall N=116 %
Sex			
Male	51	14	42
Female	49	86	58
Do you read			
Books?	77	82	78
Magazines?	13	04	10
Newspapers?	18	11	09
No response	02	04	03
Ability to locate library, name librarian, etc.			
Did so adequately	49	36	46
Unable to do so	51	64	54
How often do you go to the library?			
Frequently	10	07	09
Often	08	04	07
Occasionally	24	32	26
Every once in awhile	32	29	25
Never	24	32	26
No response	02	00	02
I read more in			
Summer	17	00	16
Fall	03	11	05
Winter	75	68	73
Spring	01	04	02
No response	03	04	03

TABLE 3 (cont.)

Item	North Carolina N=88 %	Ohio N=28 %	Overall N=116 %
Do your children use the library?			
Yes	30	64	38
No	26	21	25
Sometimes	06	00	04
No response	39	14	33
Do you read to your children?			
Yes	39	57	43
No	19	25	21
Sometimes	06	00	04
No response	36	18	32
What do you go to the library for?			
Books	76	57	72
Magazines	03		03
Exhibits			
To read the paper	01		01
Patterns			
To sit and talk		04	01
Other			
No response	01	07	03

In studying the results of the library questionnaires, it is well to keep in mind certain kinds of questions and situations that probably influenced the results. Several respondents had no families, for example, the youthful offenders in a prison camp class. "Library" could mean school library, public library, or technical institute Learning Resources Center to these students.

The second part of the library questionnaire was a 25 item Likert scale analysis of the target population's perception of the value of libraries to them and their families. The instructions attempted to introduce some emotional weighting, giving an option of showing very strong feeling by selecting the capitalized response. The choices were

YES yes ? no NO

For purposes of simplifying the tabulation, the yes and no responses have been cumulated in Table 3, but the response form receiving the highest percentage of categorical response is the one indicated on the tabulation.

TABLE 4

Library Perceptions

Item	North Carolina N=88 % Yes	No	?	Ohio N=28 % Yes	No	?	Both N=116 % Yes	No	?
1. Place serving your needs	82	9	6	71	11	14	79	9	8
2. Books	98		1	100			98		1
3. Magazines	83	9	3	86	11	4	84	9	3
4. Place to relax	50	35	9	68	25	4	54	33	8
5. Place you must be quiet	83	11	3	96			86	9	3
6. Place I'm always welcome	82	4	10	93		7	84	4	9
7. Place for information	91		6	89	7		91	2	4
8. Records	62	22	11	61	25	11	62	22	11
9. Patterns	37	40	16	54	33	11	41	38	15
10. Place to study	83	11	2	86	11	4	84	10	3
11. Good place to take children	55	32	10	64	21	11	57	30	10
12. A Bookmobile	72	19	6	75	18	7	72	16	6
13. A place I don't have time to go	32	56	8	25	53	14	30	56	9
14. Libraries are for people with an education	13	76	7	14	86		13	79	5
15. Libraries serve all the people	84	9	6	93	4		86	8	4
16. A library has more than just books	93	3	2	89	4	7	92	3	3

TABLE 4 (cont.)

Item	North Carolina N=88 %			Ohio N=28 %			Both N=116 %		
	Yes	No	?	Yes	No	?	Yes	No	?
17. Libraries are a part of the community	92	1	1	93	4	4	92	3	2
18. Bookmobiles do not stop near enough for me to use them	39	40	16	32	39	14	37	43	16
19. I'd rather use the bookmobile than the library	14	69	11	25	53	21	17	65	14
20. I'd rather use the library than the bookmobile	72	14	9	53	25	14	67	17	10
21. It is hard to find what I need at the library	13	71	9	14	86		12	74	9
22. I like to browse at the library	77	15	2	75	14	11	77	14	4
23. People are very helpful at the library	85	2	9	79	11	11	84	3	9
24. Community activities should be at the library	39	44	13	18	54	25	47	46	16
25. The library has books and other things that interest me	90	3	2	82	7	11	89	4	8

The final part of the library instrument addressed library coping skills. It was designed to determine whether the individual could locate information through the card catalog, news releases, and utilization of library forms.

TABLE 5

Library Coping Skills in Percentages

Item	North Carolina		Ohio		Overall	
	%		%		%	
	+	-	+	-	+	-
Identify subject heading	91	8	93	4	91	8
Identify author	91	9	96	4	92	7
Identify title	22	78	18	79	21	78
Identify topic in news item	93	7	93	7	93	7
Identify artist (exhibitor)	74	23	61	25	71	23
Identify library where found	91	9	100		93	7
Locate bookmobile stop from item	89	11	89	7	89	10
Identify number to call for bookmobile stop	91	9	96	4	92	7
Accomplish form to reserve book	85	15	89	11	86	14

+ = correct - = wrong

Having determined percentages based upon cumulative totals, it was next felt appropriate to try to analyze this data to find out whether individuals whose answers showed them to be positive library perceivers were also those persons who know where the library is, use it frequently, and also demonstrate mastery of library coping skills. On the other hand, are negative perceivers also ones who lack knowledge of library location, therefore are non-users, and lack library skills?

Samples of Positive and Negative perceivers were selected on the basis of certain key answers drawn from the 25 item attitudinal scale and used as the dependent variable. A stepwise linear regression program was used to determine if there was any significant correlation between and among the other 3 variables, namely knowledge of library location, library coping skills, and frequency of library use. The results are shown in Table 6.

Positive Perceivers scored high on five or more of the following items: the library served their needs, was a place where they were always welcome, was a place for information, was a place to study, was a good place to take children, was seen as serving all the people, was seen as part of the community, was a place where people were helpful, could serve as a community center, and had books and other things that interested the person. From the 116 cases, a total of 27 met this criteria and were used.

Negative Perceivers were those who expressed five of the following opinions: libraries are places where you must be quiet, places where you haven't time to go, are primarily for educated people, and they are difficult to use, bookmobiles don't stop near enough to be useful, and needs of the user were not met there, the person felt unwelcome, did not think the library was a place for getting information, believed libraries did not serve all the people, and felt that libraries were not a part of the community and people there were not very helpful. This analysis yielded a smaller sample of 16 individuals.

TABLE 6

Correlating Perception With Library Usage by ABE Students

		Perception	Knew location	Possession of skills	Frequency of Use
POSITIVE	Perception	1.000	0.199	0.315	-0.007
	Knew location		1.000	0.513	0.205
	Possessed skills			1.000	0.412
	Frequency of use				1.000
NEGATIVE	Perception	1.000	0.265	0.450	0.145
	Knew Location		1.000	-0.014	-0.079
	Possessed Skills			1.000	0.178
	Frequency of Use				1.000

The above analysis shows no significant correlations on either sample. If there is any relationship, it may lie in the area of user skills.

Another tabulation was done, as a result of information provided from The World Around Me, one of the RFD tests on coping behaviors. Although the library instrument did not show much interest in magazines, the question about which magazines individuals read on the above mentioned instrument revealed the following preferences:

Publication	No. of times mentioned
Readers Digest	37
True Story	33
Good Housekeeping	31
Redbook, Time	24 ea.
Playboy	14
McCalls, Ladies Home Journal	13 ea.
Better Homes and Gardens, Sports Afield	12 ea.
Life (even though out of publication)	10
Ebony	9
Newsweek	8
Field and Stream, Outdoor Life	7
Romances, Jet	6
Parents, TV Guide	5
Sports, Family Circle, Womans' Day, Sports Illustrated, Christian Herald	4 ea.
Family Health, National Geographic, Penthouse, Popular Science	3 ea.

Publications receiving only one or two mentions were considered idiosyncratic choices, and were not included.

Analysis of the RFD instruments

As previously mentioned, the decision was made to abandon statistical analysis of the coping skills test from the University of Wisconsin battery. This test, called WITABE, had been adapted to utilize road maps, telephone directories, want ads, and other items from the region where the demonstration was located. It proved to be less than a challenge for the adult students who took them, with the exception of the three areas already stipulated.

That left the two other instruments used by the RFD project as a viable data base. These were utilized, and the results tabulated. For purposes of better understanding and displyaing the results, the WIAAI and World About Me tests were further divided into components that will be identified on the succeeding tables as the Good Life, Self-Concept, Education, and Behaviors.

The use of t tests to determine differences between instructional methods assists the researcher with the decision whether or not these differences are significant. In hypothesis testing studies, this approach leads to rejection or acceptance of the null hypothesis. For purposes of the present project, the t test was used to find out whether there were significant differences in the scores of new ABE students and those ABE students who had three to five months of instruction. Since the samples tested on the pre-test and post-test were not identical, the tests were not used for the usual kinds of comparisons. They were used to establish whether a significantly different set of attitudes and behaviors actually existed, overall, without concern for environments, sex, strategies, or anything else but just the passage of time in a program.

The first analysis was a t test on each of the major headings. For testing purposes in this case, Self-Concept and the Good Life were run as one program. The test was to determine the effect, if any, of time in the program upon the scores of the sample.

TABLE 7

Effect of Maturation upon ABE Students
N=286

		Self-Concept	Education	Behaviors
New student	N	152	152	149
	M	91.711	78.053	179.752
	SD	7.743	8.529	48.337
Continuing student	N	134	134	131
	M	91.082	77.933	174.496
	SD	7.852	10.222	50.571
t=		0.463	0.012	.789
P less than		0.497	0.914	0.375

This battery of tests yielded no significant relationships at the .05 level between new and continuing ABE students. One important point to remember, however, is that the five point Likert Scale was valued at 1 for YES and 5 for NO. Since the majority of questions would be answered positively by persons with more internality and more positive views on education, a lower score on the post-test actually may be interpreted as movement toward self-determination.

The reader is reminded that the persons who were new students were very seldom represented later in the continuing student sample, so that the usual meanings of pre-test and post-test are altered.

Cumulative totals were produced to further show the overall values and attitudes elicited by the WIAAI. These are tabulated on the succeeding pages.

TABLE 8

What is the "Good Life" For YOU?
N = 286

	YES	yes	?	no	NO
1. Having a good job	1	125	130	7	12
2. Getting along with others	0	162	121	1	0
3. Having peace	2	177	102	2	1
4. Being proud of what you are	3	148	119	6	6
5. Doing what you want to do	2	88	135	22	23
6. Liking yourself	3	117	127	12	17
7. Having security	6	6	140	125	1
8. Being strong and powerful	1	38	78	27	85
9. Being able to figure things out	2	129	142	7	5
10. Being happy	2	165	117	0	0
11. Having plenty of money	68	37	92	37	1
12. Being respected	2	158	121	3	0

TABLE 9

Locus of control (Self-Concept): Appalachian ABE students

		YES	yes	?	no	NO
1.	It doesn't matter what I do. I still have hard luck.	118	31	46	22	1
2.	People should live for today.	84	21	55	46	1
3.	People can actually do very little to change their lives.	99	11	43	23	1
4.	A person who is really good can get a job	1	33	61	38	96
5.	In our country, people still have control	3	43	99	44	52
6.	A person really has little control over his own fate.	80	43	77	32	5
7.	If young people work hard they will do well.	2	112	133	31	8
8.	People who work hard earn big money.	3	19	46	45	107
9.	People who work hard get ahead.	3	36	77	38	85
10.	You should always be willing to admit mistakes.	2	148	125	5	5
11.	People get what they deserve.	2	21	59	62	87
12.	With me, luck is pretty important.	92	29	78	28	5
13.	To get a good job, you have to be in the right place at the right time.	83	40	80	41	3
14.	There is not much that the little guy can do about politics.	87	31	76	34	6
15.	There is really no such thing as luck.	82	59	71	29	4
16.	Everything I have I got by hard work.	4	79	114	21	51

TABLE 10

Cumulated Responses to Questions Concerning Attitude About Education
N=286

Question: True or False?	Yes	yes	?	no	No
1. Without schools, this country would go downhill.	5	9	107	159	2
2. Teachers don't really care about students.	4	16	65	60	77
3. Education increases hatreds that lead to wars.	3	11	24	37	103
4. Most children don't seem to get anything out of school.	2	19	53	34	97
5. If a person doesn't finish school he won't be respected.	109	24	38	7	2
6. Education doesn't teach cooperation.	4	42	78	27	74
7. Education earns you respect.	48	30	110	57	4
8. If you want a nice place to live etc. it helps to have an education.	15	13	114	139	2
9. Most children feel good about themselves in school.	36	39	136	66	2
10. Schools keep people caged up.	2	9	25	10	129
11. School wasted my time.	4	3	13	8	105
12. It's not true that finishing school gets you a good job.	7	41	64	30	76
13. Education helps you become a happy person.	33	34	132	60	2
14. Schools don't teach the things that count.	4	30	60	42	78
15. If you get an education, you have a better chance to do what you want.	3	6	132	137	2
16. Education gives you power.	75	32	87	53	2
17. Just being educated won't make people like you.	2	65	72	9	75
18. Adults can't find a place in the schools.	2	31	74	24	78
19. The more you go to school, the more you can figure things out.	26	37	119	89	2
20. Schools are really O.K. right now.	33	47	119	67	4
21. In school, people learn to figure things out.	14	16	145	105	2
22. Schools teach you how to get along with other people	23	26	143	84	3

The Good Life test showed strong feelings on only two items. A sizeable number felt that having plenty of money (11) was very important, although on this, as on many other items, the largest number preferred to remain noncommital. The Appalachian profile is substantiated by item 8, where the obvious value is not to be strong and powerful. This, and the tabulation of item 7, showing less value placed upon security, are interesting findings.

The Self-Concept and Education tables offer other insights. Particular importance in the Locus of Control table may be attached to the very low numbers of responses in the NO column to item 1, 2, 3, 6, 8, 10, 12, 13, 14, and 15, particularly when contrasted with low YES totals on items 4, 5, 7, 8, 9, 10, 11, and 16. There are contradictions.

Since the analysis found no significant differences between scores of new students and the continuing students, the cumulative scores on the preceding pages can be used in determining whether or not these ABE students do seem to fit the descriptions found in the literature. If they do, the assumption being investigated that this sample is somehow like other Appalachian ABE students is strengthened.

It may be observed, however, that the mean scores of the continuing students were slightly lower than those of the new students in each case. Since lower scores are better scores in that they indicate positive views and behaviors, a consistent trend toward slight change might be a pattern with interesting implications for future longitudinal studies.

The cumulative totals do indicate a wide spread on certain responses, and in order to better understand how the samples studies were alike or different in another way, it is useful to see how, still controlling for time by the pre-test and post-test, people in North Carolina programs are like or unlike those in the Ohio programs.

TABLE 11

Net Item Analysis of WIAAI, By State

	Good Life	Education	Self-Concept	Net
North Carolina	+8	-4	-1	+3
Ohio	-7	+3	0	-4

In order to determine this, the crosstabulations from the data were used. Mean scores were computed for each item, by state and test. In turn, these were plotted to determine whether any gain or loss occurred over time, or whether the mean score remained static. Total scores for each part of the test were then totalled, and net gains or losses represented by a + or - symbol. These were reconciled once again to consolidate indicated item increases or decreases, and column totals for each state and each test determined. The analysis included the control group as part of the North Carolina category.

TABLE 12

Net Item Analysis of WIAAI, By Environment

	Good Life	Education	Self-Concept	Net
Home Visit	-3	+12	+3	+12
Learning Lab	+6	+7	+2	+15
ABE Class	+2	+2	-3	+1
Control Group	+2	--7	-5	-10

These results lead one to speculate whether the more positive views of education in Ohio are in any way related to the fact that the ABE program there does operate out of the public schools.

Reduction of the crosstabulation another way produced evidence of which learning environments seemed productive of positive attitudes. From reading this table, it is apparent that the control group does differ from the treatment groups in some way. Referring back to the table of cumulative scores on the test of the Good Life, Table 8 (p. 52), it is easy to see that the majority of responses were at the "yes" or "?" level. For tabulation, YES = 1, yes = 2, etc. to NO = 5. To measure what those scores showed in actual trends, a simple strategy for measurement of insignificant changes was devised. It consisted of simple reduction of all the values tabulated on any item to a mean for each discrete call of information. Differences between pre-test and post-test can be identified, and a positive or negative value assigned. The difficult thing to remember is that the scale values make a high score a negative one, so that if a post-test score is lower than the pre-test, that generally indicates moving toward internality.

For example, if the analysis showed that 60 people said YES (1), 23 people said yes (2), 120 were unsure and chose the "?" (3), 14 chose no (4), and 2 indicated NO (5), the mean would compute as 2.43 for the entire cell on, say, the fifth item on a post-test. This score can then be compared with a meaned pre-test score and the discrepancy found. If the discrepancy shows that means are lower on the post-test, a + value may be assigned to indicate that direction. This kind of measurement merely records what actually happened, on the average, and does not imply or predict what will happen next. Still, it is interesting to see how these grouped means can be summarized. Column totals of symbols can then be tallied and balanced. Of course there are times when it is tempting to identify the insignificant as significant. The importance of this approach is that it makes it possible to condense and simplify a mountain of evidence.

TABLE 13

The Good Life: Appalachian ABE Values and Maturation

1 = YES, 5 = NO

	N. Carolina			Ohio			Item Averages		
(C=Change)	Pre	Post	C	Pre	Post	C	Pre	Post	C
Having a good job	1.81	1.72	+	1.72	1.85	-	1.77	1.79	-
Get along with others	1.54	1.27	+	1.39	1.58	-	1.49	1.42	+
Having peace	1.45	1.35	+	1.35	1.48	-	1.40	1.41	-
Be proud of what you are	1.67	1.42	+	1.60	1.59	+	1.59	1.56	+
Doing what you want to	2.14	1.96	+	2.04	2.22	-	2.10	2.09	+
Liking yourself	1.94	1.84	+	1.78	1.76	+	1.87	1.83	+
Having security	1.75	2.01	-	1.60	1.67	-	1.68	1.73	-
Being strong and powerful	3.20	2.83	+	3.33	3.43	-	3.25	3.04	+
Being able to figure things out	1.63	1.46	+	1.59	1.82	-	1.61	1.61	0
Being happy	1.50	1.38	+	1.33	1.51	-	1.37	1.45	-
Having plenty of money	2.95	3.10	-	3.15	2.95	+	3.00	3.02	-
Being respected	1.51	1.47	+	1.36	1.48	-	1.49	1.50	-
Column Averages =	1.94	1.81	+	1.85	1.92	-	1.88	1.87	+

The value of the above display is that it gives the investigator a concise tool with which to sense the within and between group ranges, shows that the scores on this test were nearly all YES, yes, and ?, but also identifies shifts. It points up the doubt among respondents about the need for strength and power. Though the changes are not significant, nor does this table allow for standard deviations, etc., it still represents exactly what the testing revealed in overall means for this instrument, and that on all but two items, the North Carolina sample moved toward internality, even slightly, while the shift in Ohio was slightly the reverse. (Review Tables 11 and 12.)

Although a crosstabulation was run on the "World About Me" test of actual coping behaviors, the outcome was less than useful. The reason was that the scoring on these behaviors had been coded as follows: Yes, 1; No, 2; and Sometimes, 3. The test itself showed a female bias, and the scores could only be based upon 14 male items and 17 female items. It was determined that the scores should be refined to show a value of 1 for positive Yes or Sometimes answers, and 2 for negative No answers. Either a person did or didn't do the activity. New scores were tabulated.

On this basis the ANOVA analysis of between and within group behaviors was made without the control group. As has been pointed out, the controls appeared to be skewed in a negative direction on the attitudinal tests. Therefore it was determined that it would be logical to examine only the treatment group in one set of tests.

The analysis of variance found on the behaviors shows discrepancies found as a result of time (maturation) in the program of ABE activities.

The question was then asked, is there a significant difference evidenced for either sex on any treatment between the new ABE student and one who has continued in the program for three to 5 months? In other words, is it safe to say that time in ABE programs may be related to increase or decrease in coping behaviors?

TABLE 14

Environmental Factors and Coping Behaviors

	NEW ABE STUDENT			ABE STUDENT AFTER 3-5 MONTHS			DISCREPANCY
	N	M	SD	N	M	SD	
FEMALES							
Home visit	73	212.589	2.692	62	213.048	2.138	-0.459
Learn Lab	12	212.667	2.839	7	212.571	2.299	+0.096
Class	3	211.333	7.371	8	212.500	2.507	-1.167
MALES							
Home visit	7	109.714	2.870	9	109.111	2.261	+0.603
Learn Lab	13	109.767	1.964	7	109.571	2.760	+0.198
Class	14	109.071	3.292	8	109.250	1.282	-0.179

TABLE 15

Testing Significance of Behaviors Analysis

Sex	Factor	DF	M.S.	F	P less than	Significance
Females N=165	Setting	2	2.068	0.306	0.737	none
	Pre and Post	1	7.656	1.134	0.288	none
	Interaction	2	1.216	0.180	0.835	none
Males N=58	Setting	2	1.669	0.259	0.773	none
	Pre and Post	1	0.412	0.064	0.801	none
	Interaction	2	0.680	0.106	0.900	none

With these scores, as with the attitudinal ones previously discussed, a lower mean score would mean more positive evidence. So even though some slight (insignificant) changes due to maturation were shown in different settings, the findings are negative.

The same kind of analysis of variance was then done for the views instruments to measure the Good Life and Self-Concept, as well as the Education items. Again, the controls were eliminated from this analysis.

TABLE 16

Effects of Environment and Maturation
(WIAAI)

	NEW ABE STUDENT			ABE STUDENT AFTER 3-5 MONTHS			DISCREPANCY
	N	M	SD	N	M	SD	
Self-Concept							
Home visit	82	91.366	7.547	72	90.639	7.326	+0.727
Learning Lab	25	90.760	8.308	14	92.429	9.002	-1.669
Class	17	88.841	6.260	17	88.059	5.771	+0.782
Education							
Home visit	82	77.451	8.551	72	77.903	9.313	-0.452
Learning Lab	25	75.520	6.959	14	80.500	10.059	-5.250
Class	17	75.471	7.851	17	76.000	7.566	-0.529

Even without the control group possibly skewing the results, the above analysis does not encourage one to find positive change. The interaction analysis, overall, confirms this.

TABLE 17

Testing Significance of Self-Concept and Education Analysis

Test	Factor	DF	M.S.	F	P less than	Significance
Self-Concept	Setting	2	98.928	1.778	0.171	none
	Pre and Post	1	7.451	0.134	0.715	none
	Interaction	2	22.204	0.399	0.671	none
Education	Setting	2	51.714	0.694	0.501	none
	Pre and Post	1	79.253	1.064	0.303	none
	Interaction	2	76.759	1.031	0.358	none

"The World About Me," an 18 item instrument designed to elicit actual coping behaviors, also has a Hoyt reliability of 0.92. Ir was not useful in capturing the information that was needed concerning the coping behaviors of the population studied. As was determined on the analysis of the WITABE (Coping Skills) test, most of these adults already did most of the things being measured. Therefore, the recorded observations of these behaviors would perhaps be better indicators of ways in which the treatment was coinciding with changes in participant activities.

These tests were administered by ABE personnel as a part of their normal routine. They were told the purposes of the tests, and given simple directions on administration of them. There was no way for the investigator to monitor the experience. The tests also have self-explanatory directions attached.

Personal biographical data was requested with the tests, to be collected by the institutions. All of this helped to create the necessary information base for this study, but the Wisconsin instruments were chosen to offer concrete measurement of the attitudes, self-concepts, and actual coping behaviors of students in ABE programs being described.

Assumptions and Limitations

It was assumed that the instrumentation devised for the RFD project did, in fact, have relevance for determining certain skill levels and describing attitudes and self-concepts belonging to Appalachian adults in North Carolina and Ohio. It was further assumed that the use of localized telephone pages and maps added to the validity of the instruments for area utilization.

The study assumed that a close correlation exists between literacy and coping skills, which, in turn, have an effect on the quality of life in American society.

It was acknowledged that the ABE participant who actually got involved in a program had some kind of extra motivation, but it was felt that this did not interfere with the assumption that the sample studies was in some way similar to many Appalachian adults who lack high school equivalency. For this reason, it was also assumed that the results of the RAPskills project have interest to those attempting to solve adult literacy problems through library or educational agency outreach.

No attempt is made to claim that results are actually generalizable. It was felt that the evidence is open to interpretation.

Not every student in the samples received equivalent instructional time. In Appalachia, personal conflicts, weather conditions, scheduling difficulties, lack of transportation, harvest times and planting times, school age children on vacation - all of these and many more - interface with ABE instruction. Variations in timing of testing were inevitable.

It was assumed that the training of experimental personnel by the same person brings about more likeness in the two treatment groups, and that the low profile approach has merit for less obtrusive testing purposes.

The writer agrees with Krystal and Henrie (1972) that the optimal data analysis technology is not available or useful to most investigators and evaluators.

> . . .In Most situations simple descriptive statistics such as means, standard deviation, frequency count, and percentages, and simple tests of the significance of difference between means are more likely to be used and interpreted correctly than complicated analyses...

For the purposes of this study, the observations written or spoken, the simple statistical tallies of who is in the programs in terms of age, years of school completed, and personal history offer rich resources.

While the human differences among adults are a challenge to the researcher, they also offer some stability. Adults are not, like public school children, still undergoing the rapid physical and mental development of youth. In the less than half a year's duration of the data collection, it may be said that the majority of participants lived pretty much the same way they had done for the preceding year and would continue to live in the year that followed.

The writer is less secure about the actual administration of the instruments, however, Experience with the mountain personality gives rise to the conjecture that questions, particularly those about the self and education, might have been answered either politely or as the testee felt they "should" be answered. The questions are open to different interpretations by different readers, as well. While the instructions preceding the attitudinal WIAAI clearly requested the individual to answer "YES" or "yes" if he or she finds the statement true, it is unlikely that all persons understood this directive clearly.

CHAPTER IV: FINDINGS AND INTERPRETATIONS

As established in the background study for the RAPskills project, the major rationale for the demonstration documented in this report was an attempt to cooperatively develop literacy services to an under-educated Appalachian population through services from a team of educational agencies. Evaluation of the project requires both objective and some subjective commentary upon how well the goal of developing coping behaviors among recipients of the treatment succeded. It is further incumbent upon the evaluator to pinpoint streng[illegible] weaknesses encountered or analyzed via statistical statements.

Literacy, for purposes of this project, became identified with coping skills and behaviors. It meshed with the 1962 UNESCO definition:

> A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community, and whose attainments in reading, writing, and arithmetic make it possible for him to continue to use these skills toward his own and the community's development.

Yet a major handicap to accomplishment of these agreed upon concepts was clear throughout the demonstration period. The Regional Library staff had no commitment to literacy training as a priority. The Technical Institute personnel and the programs they were implementing were geared toward cognitive mastery of reading, writing, and arithmetic - not toward coping skills in the larger sense. The reason for this was undoubtedly the generation of full-time equivalency (FTE) units related to the GED program. Functional illiteracy doesn't command additional institutional allocations, and service to adult true illiterates receives zero recognition at budget time. Thus a trade-off was effected: The agencies allowed the RAPskills staff to work with and through them, but they did not commit more than token support from within their ongoing institutional patterns unless such support coincided with already established priorities, such as GED testing. While certain members of the library staff and certain individuals from the technical institute evidenced concern and gave generously of their time and talents, others were hostile, uncooperative, or evasive. With these constraints established, the project staff functioned around and through them as effectively as they could.

An example was the cooperative cataloging project, through which the collection at Mayland Technical Institute was to be copied on catalog cards, coded, and interfiled with the Regional Library card catalog at Spruce Pine Public Library, which is headquarters for the region. The public library, in turn, was to share its regional collection with the technical institute. RAPskills staff encountered numerous roadblocks to borrowing and copying card trays, usually because of "inconvenience to our regular patrons." Finally, arrangements were made to accomplish the task on a Sunday, when the agencies were closed. Special negotiations with Belk Library at Appalachian State were initiated, and the cards copied at that time. The RAPskills project offered to supply temporary clerical help for filing the cards, but the libraries both declined. It is unknown whether the cards ever have been interfiled to this date.

Given a certain level of rejection by the public library administration, the project staff began working more frequently through the technical institute, where more consistency existed between project goals and institutional ones. Yet even this had its drawbacks, since the staff at Mayland Technical Institute was not particularly eager to espouse coping skills and library outreach objectives, or even replacement of classes and lab activities with home visits. The RAPskills staff, not wishing to invade territories or threaten regular programs, restricted their efforts to work with those who were unable to commute to other ABE settings, and acted as referral/recruiter agents whenever possible.

It is the considered opinion of the RAPskills staff that the public library component of the project failed through default. Aside from housing and sharing materials for use by students being visited by the paraprofessionals and permission for tutoring activity to be carried on in the library in selected cases, the only other evidence of library involvement was some perfunctory participation in workshop activity.

On the other hand, the participation and involvement of the Technical Institute led to sharing the project at state and national meetings. The Mayland adult education staff and the RAPskills staff functioned as a team. Materials and equipment were put to use wherever needed, and there was hearty involvement in training workshops and staff meetings.

From the observational data, it can be concluded that a number of individuals did gain high school equivalency, demonstrate new coping skills and behaviors, and otherwise meet their needs for personal development to some degree. Several RAPskills students are still engaged in technical education at Mayland Technical Institute, and at least one has finished her training there and secured employment. It is also clear that even indigenous paraprofessionals have difficulty working with adults who do not keep appoints or do a modicum of homework.

The library questionnaires must be studied with the understanding that the North Carolina sample was almost four times larger than the one in Ohio, and it was also more evenly divided between males and females. Study of Table 3 on Use and Preference reveals that libraries still mean *books*, even to undereducated Appalachian adults. It is encouraging that between one-third and one-half of the sample knew where the library was and even who the librarian might be at the time, but not surprising to discover that the majority saw themselves as casual, occasional users. Over one-fourth of the sample said they never used the library, and all of the users exhibited a heavy preference for wintertime reading. This correlated with leisure time in Appalachia. Spring, summer, and fall, there is constant work to be done in the gardens, putting produce up for the winter, etc. The observations recorded by the home visitors corroborated this, as there was a definite falling away of the students during those busy times of canning and harvest. The program was only beginning during the planting season.

As for family involvement, the questionnaire was inappropriate for many who took it because they had no children or family responsibilities. Those that did generally indicated that their children used the library and parents seemed willing to read to their children.

From perusal of Table 4 on Perceptions, a librarian might draw comfort from the generally positive nature of the analysis. The composite picture is of a print-oriented place for pursuit of knowledge. Above all, it *is* a place to be quiet. Services are helpful and useful to most of those responding. Most people had time to visit the library, if they chose to do so, but one-third of the respondents felt they did not, a possible parallel with the persons who stated they never used libraries. It was clear that the library was seen as meant for everybody, not just the intellectually elite, and that it represented something more than just books, being a real part of the community. Libraries are preferred to bookmobiles, perhaps because so many respondents indicated that they liked to browse.

A few points of confusion did emerge, however. The North Carolina respondents didn't seem as aware of "patterns" as the Ohio respondents, a strange fact considering that the patterns offered by AMY Regional Library are a rather unique service, and one that has received national publicity! Some of the answers about children in the library probably were based upon a concept of the Mayland facility as an adult learning center, rather than upon the public library perspective of juvenile services as a part of a total concept. And the sample was about evenly divided upon the use of the library for community activities, even though two of the North Carolina libraries have attractive and ample facilities for group use or exhibits.

As for Library Coping Skills (Table 5), the respondents did rather well on all areas except identification of Title from a catalog card. In tabulating responses to this section, there was evidence that the title and subject heading on the sample card were seen as interchangeable, though they were slightly different. The suspicion arises that the level of library skills may represent tutoring done by whoever administered the "test" in an effort to have his or her constituency appear well, competitively. It also confirms the higher level of literacy generally found among the participants in the program, which is related to that institutional commitment at Mayland Technical Institute to generate FTE rather than pursue persons with less than fifth grade educations.

All of the evidence, at each step leading to the correlations displayed in Table 6, indicated that there was little of real value to librarians attempting to develop outreach programs to be gained from the relatively positive responses to the library questionnaire. It was interesting to try to find a basis for identifying a Negative Perceiver, when it seemed that the majority of respondents were so Positively Perceiving!

In pondering the analysis yielded by the locally developed library testing instrument, even overlooking its shortcomings and the "apples and oranges" kind of artificial struggle to correlate things in order to find keys and clues to solving problems of non-use, a hunch kept injecting itself. Library administrators and practitioners - the kind who make up such instruments - probably ask adults with low educational backgrounds the wrong questions. What is elicited is what the subject thinks the questioner wants to hear. This was supported by the fact that scores for the Negative Perceivers on certain questions are lower than those for Positive

Perceivers on the same questions, though they could easily have been as high, given the context of the question. How can the observer reconcile the pattern of non-use with the endorsement of platitudes about the library being for all the people in any other way than by conjecturing that people try to say what they feel society deems to be "right," even if they don't really have a gut-level agreement with what they are giving lip service to. This seems particularly plausible among deprived and under-educated people engaged in an educational development program.

In summing up the results of the library questionnaire analysis, then, the writer agrees with Griffen and Hall, who, in an article upon Library Indicators, pointed out the need for research that is truly relevant to bring about an understanding of what actually lies at the heart of library administrative problems. The biggest difficulty with most library research seems to lie in the area of asking the right questions of each segment of the population to be served. Persons who know, from "pro-library" biases and perceptions what seems ideal are generally ill-qualified to construct appropriate instruments for measuring attitudes or competencies.

From the student profiles and other analyses, it was verified that the samples studied did possess many of the characteristics of the Appalachian stereotype of undereducated, highly externalized adults, with an average of 8.5 years of schooling completed.

Compilation of the data from the Self-Concept test did support the belief that these individuals are afflicted with anomie. The tabulations, whether cumulative or otherwise displayed, show a sense of powerlessness over self and destiny. On the other hand, these adults were found to be quite able to cope with everyday reading requirements to utilize printed materials in their environments. Their perception of education was not, as might have been expected, a hostile one. It appears that education has value in gaining respect and power for the individual, but the sample didn't really see that it helped much in the realm of jobs, more personal happiness, or success in life. The view of education seems to be a polite, but unenthusiastic, support for schooling as "good," but the respondents didn't seem to find it good for much.

The tests established that there were no significant effects to time or environment that could be seized upon by planners as panaceas for Appalachian ABE programs. However, the time constraints of the project severely limited that potential for establishing significant, longitudinal analysis of gains. Therefore, a means of noting "insignificant" change was devised. Using this unconventional approach, it was possible to identify slight, but consistent trend toward increased internality among students who had spent some time in ABE programs.

It does appear that the evidence justifies further study to establish whether the Home Visit and Learning Lab settings are more conducive to positive perception of self and about education, while showing that classes are less productive in these areas.

The outside evaluator, Ruth Glass, made the following comments:

> The majority of participants were truly serious about learning, for such reasons as:
>
> 1. being able to sign their own name on checks
> 2. reading the Bible
> 3. corresponding with children
> 4. better understanding newspapers
> 5. getting jobs
> 6. really wanting to earn a high school diploma
> 7. personal pride, to make their children proud of them.
>
> Those who lost interest or became discouraged, has reasons such as:
>
> 1. so far behind in literacy that they felt it was impossible to catch up.
> 2. family problems such as incorrigible youngsters, infant care, family illness, marital problems, transportation, etc.
> 3. reluctant to give up free time (fishing, hunting, visiting) for study.
> 4. busy during canning/freezing months.
>
> Community involvement was evident in that many neighbors talked up the program; helped each other out with such matters as babysitting, so that another could study with the visitor; tutoring friends and neighbors in subjects areas where one felt competent to do so.

Based upon this analysis, the follow-up information from both states, and upon personal interview and observations made in all settings in both states, the writer found that the human dimension did predominate in the home visit setting. If the recipient of the home visit really commits himself/herself to study, progress is more substantial and rapid, as shown in the analysis done by the Ohio Module of the AAEC demonstration.

There were other observations inherent in Table 2. The coping behaviors approach is a two-edged sword. It can be seen as a kind of force field with negative and positive sides. For example, to be a good parent, one does certain things with pre-school children. Doing these things keeps a busy young mother from studying. One woman receiving home visits had never attended school a day in her life. She was making real progress. Then her mother broke her leg, and the student, already busy enough with a big family, had less time or energy for pursuit of her educational goals. That is the context of the + and - weightings in that table. If one isn't at home for instruction because one has gone to the hospital, the evaluator must value that trip as 1.) coping with a health problem of self or family, 2.) human concern for others, or 3.) giving priority to visiting a sick friend. The judgment is subjective.

What the statistical analysis did not reveal as anything more than a very slight increase in personal internality among these ABE students was much more strongly present in the personal accounts of the home visitors, and was reinforced by the comments made in interviews with persons at all levels of program administration. The individuals manifested more effective coping behaviors in dealing with family situations when they were able to persist. They utilized information to make wiser decisions in the marketplace. They enrolled in courses at Mayland Tech. They earned promotions on their jobs.

The indication of coping with legal matters represents a case study of significance. A male drop-out, 19 year old, was receiving home instruction. One week he was not home when the visitor came because "he had been charged with stealing a car." The visitor persisted until she found the student, and urged him to get legal counsel. He, believing himself innocent, saw no reason for consulting a lawyer. The paraprofessional brought him a Steck-Vaughn text on legal coping behavior and nagged a little bit. He got a lawyer. Later, the log relates "________ was acquitted today on that charge of stealing a car. I'm sure glad."

Another factor that this study was unable to measure, but which was observed in the home visit strategy, was a kind of urgent persistence. The paraprofessionals, being more nearly peers of their students, always went the extra mile (literally) to keep a reluctant person at the task. Even when disgusted, they thought it over and went back again. They don't take no for an answer, once a student is actually into accomplishing units of study.

At the same time, the logs reveal with great clarity the fear of failure when the time came for GED tests. The observer noted that a home visitor went to great lengths to get a student to the test site, and that in several instances the examiner did not keep the appointment. One cannot help but conjecture that without the persistence of the home visitor and the positive reinforcement she offered the psyched-up student, (who was unable to be tested after all) what would have happened. Taking into account the reluctance of the student to be tested at all, it seems probable that a student in a laboratory or class situation would be defeated by this obstacle. The home visitors didn't permit the examiner's human failing to limit their clients.

An observation related to outside knowledge is also appropriate. When money is available for students in a GED program, the objective of the institutional staff is often influenced by that factor. As long as high school equivalency remains the ticket to literacy, the true illiterate is neglected for the individual who can read and write at marginal levels. Only three persons with no schooling were included in the sample studied.

Efforts to secure a copy of the final evaluation of the RFD project for purposes of comparison were unsuccessful. The adult Education agency in the United States Office of Education was unable to locate or identify the requested report, even when the writer went personally to that office with the necessary identification information. Informal and fragmentary reports from the RFD Newsletter indicated that, as with this study, the tests yielded no significant measures of change. Yet, the persons responsible for the home visits and program design claimed that there were observable changes in the coping behaviors of those involved in the activity.

The report of the AAEC Ohio Module includes much that reinforces the marginal evidence of positive change over time that begins to evidence itself in this study.

In summary, the writer finds that the project did concern itself with a population that was typical of the Appalachian ABE student profile. It was shown that, while no significant statistical differences were established in adult coping behaviors over the time of the study in the context of usual testing, there were consistent traces of change evidenced as a result of time. The measurement of actual coping behaviors by instrumental means was inconclusive, but the measurement by observations and case studies improved coping behaviors, including accomplishment of the GED by a relatively large number of persons during the time of the study, employment, postsecondary training, better home life, and improved sense of self-worth.

As for maximizing outreach through cooperative planning, the evidence points to high frustration levels in trying to coordinate related functions between educational and social service agencies. The failure of the regional library to utilize the RAPskills project potential may represent the inappropriate nature of trying to perceive those places that Blassingame so accurately described as "for purposive readers" as having any significance or usefulness in lives of non-readers. The attitudinal survey included in this report indicates that ABE students share the positive view of the library as a good place for learning, but they don't choose to use it themselves. And yet, to the amazement of educators and librarians alike, these individuals do demonstrate proficiency in coping with everday situations even though they don't availa themselves of what is found in the treasure houses of print and non-print information developed to meet community needs. The emphasis of the technical insitute, on the other hand, was upon high school equivalency as a "ticket" to a better future, including enrollment at Mayland Tech or job placement, not upon coping or using "library" resouces.

The evidence leads the writer to suggest that further study of long range effects of literacy efforts upon coping behaviors and social mobility among undereducated rural adults could prove valuable in establishing the cost-effectiveness of individualized strategies such as the home visit. In the final analysis, it was clear that the home visitor, more than the agencies or program segments within those agencies, took responsibility for carrying books and reading into the lives of the students. The learning lab personnel tended to focus upon programmed instructional materials as resources, and the same was true of adult class settings. The librarians had little or no interest in special services to the target group, preferring to serve a more typical clientele. Bookmobiles did not appeal to the target group as a necessary source of reading materials, and the ABE teachers discouraged bookmobile visits to their classroom settings.

The most encouraging result of the demonstration project was the evidence that several persons' lives were positively influenced by the intervention it made possible. The most discouraging one, for project staff members, was the realization that no deep commitment to project goals was generated among significant others in either the Technical Institute or Regional Library *unless it contributed directly to the goals those individuals already had set for themselves, or their institution*. This evidence suggests caution about imposition of programs designed for social change in places where such innovations have neither been sought or requested. Perhaps success in meeting needs of undereducated persons is somehow related to grassroots dedication from the very beginning - a homegrown sort of endorsement that could not be ignored, viewed with hostility, or served perfunctorily.

PROJECT RAPSKILLS

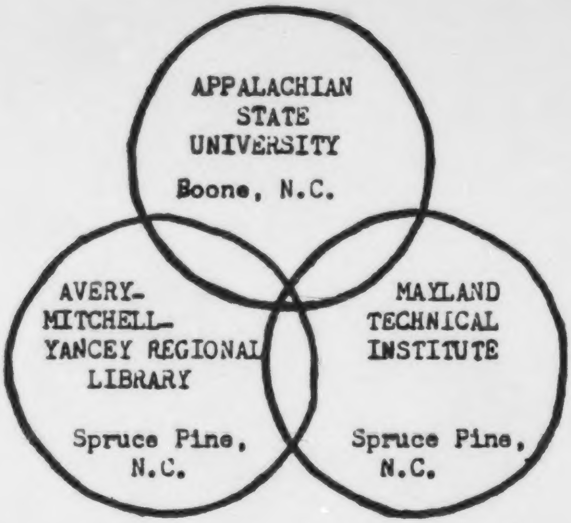
Task Forces

VALLE CRUCIS MISSION SCHOOL

OCT 19-20, 1972

WELCOME TO THE BLUE RIDGE!

from RAPskills co-hosts


APPALACHIAN STATE UNIVERSITY
Boone, N.C.
AVERY-MITCHELL-YANCEY REGIONAL LIBRARY
Spruce Pine, N.C.
MAYLAND TECHNICAL INSTITUTE
Spruce Pine, N.C.

The major goal of this Task Force Workshop is to seek your assistance in final design of the implementation Phase II of the project. Your guidance will help define:

1. Parameters of the model.
2. Funding strategies.
3. Problems and solutions.
4. Recommended evaluative plans.

PROJECT STAFF:
Mayrelee Newman, Director and Principal Investigator
Paul English and William Hess, Associate Directors
Winston Lear, Research Assistant
Sue Thomas, Secretary

The Project has been funded under a Research Grant from the Office of Education, Bureau of Libraries and Learning Resources.

ABSTRACT

Title of Project: COOPERATIVE PLANNING TO MAXIMIZE ADULT BASIC EDUCATION OPPORTUNITIES THROUGH PUBLIC LIBRARY EXTENSION IN APPALACHIAN NORTH CAROLINA

Principal Investigator: Mrs. Mayrelee F. Newman

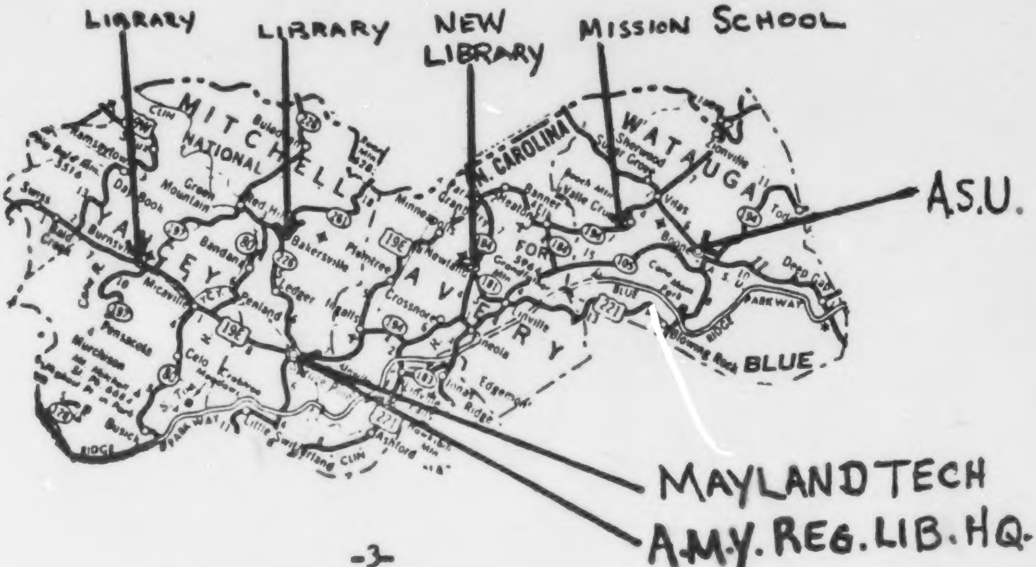
Contracting Agency: Appalachian State University

Amount of Federal Funds Requested:

Proposed Beginning and Ending Dates: January 1, 1972 - June 30, 1973

Funded on March 10, 1972
Present termination scheduled for October, 1973

The primary objective of this project is to improve the basic reading, writing, and computational skills of youthful dropouts and adults of three rural, impoverished Appalachian counties by use of mini-learning lab units cooperatively designed by appropriate representatives from Appalachian State University, Mayland Technical Institute, and Avery-Mitchell-Yancey Regional Library. By increasing available access to materials and staff assistance, it is hoped that more of the target population of the region will be motivated to avail themselves of educational opportunities. Through testing and evaluation components, the demonstration could be validated as a cost-effective human strategy for implementation throughout Appalachia or similar rural areas with low population density and deficient tax bases for educational agencies. Phase One will investigate and analyze regional demographics, evaluate available programs and materials, and design the model and testing components. Phase Two will consist of installation, use, and evaluation of the demonstration model, including recycling after feedback, and publication of a final report.



PROGRAM

THURSDAY

9:30 Prayer & Dedication
10 Orientation
(coffee)

10:30 FOCUS - Dr. Cratis Williams
11 Brainstorming

LUNCH

1:30 - 4 Mini-tours
5:15 Social hour

6:30 DINNER

Song & dance

8 Problem session I

Task forces

[illegible]

FRIDAY

BREAKFAST

8:30 General Sharing

9:15 Problem session II

LUNCH

1:30 Task Designs Finalized

3:45 Coordinate Recommendations

4:45 Phase II Projection &
Endorsement

[illegible]

GENERAL INFORMATION

The Conference Dormitory is the Main Building. Maps are in your folders.

Meals are served in the Conference Center next door. On Thursday night, we have asked the Chancellor of Appalachian State University, Dr. Herbert Wey, and his wife to bring some of the faculty and join us for dinner. Also present will be Dr. O. M. Blake, President of Mayland Technical Institute, and a few other persons with special interest in the project.

Sessions will be put on cassette to aid the Project Staff in analysis of the meetings. These will not be transcribed or kept after they have been audited for relevant or axplanatory data.

The Library Science Club from Appalachian State University will serve as messengers, typists, duplicators, recorders, etc. A Conference Support Center is located in the Conference Center Building. A student will be attending each session to record and expedite services for you.

You may use whatever free space you need to resolve Task Force problems. Generally speaking, we are spreading you out in three separate facilities to help you sub-group and focus. If you identify expertise you wish to "borrow" or tap in another group, the student assigned to your Task Force will be happy to carry this message.

A library of Appalachian materials and craft display will be available in the Conference Center to support your interests and needs.

The Workshop Plan begins with overviews and brainstorming to help assess needs. Afternoon tours have been arranged to answer questions and acquaint the consultants with the region to be served, since geography constitutes a major obstacle to educational services in the three counties. By the first evening, results of the brainstorming will be ready for the Task Forces to consider. The first Task Force Sessions are actually designed to be get acquainted and planning opportunities for the final day's efforts. On Friday morning, any problems of concern to the Task Forces will be brought to the committee of the whole if necessary, and the remainder of the day will be devoted to finalizing and endorsing the design product.

Coffee will be available all day, and mixed drinks are permitted, but the Mission School staff requests that bottles be kept in the hospitality room.

Hopefully, the major task will be complete by dinner time Friday. If not, we may need to work with any who can stay to finish things that evening. A group of youths from Hendersonville are scheduled to arrive Friday evening, and will be getting settled, but you are welcome to stay for dinner and the night, if you wish.

BRAINSTORMING

A. ANN HAYES

in ROOM A, CONFERENCE CENTER
- Paul English
- Vince Amanna
- Leland Cooper
- Cratis Williams
- Elaine Corbitt
- Eunice Query
- Harold Morse
- Elizabeth Beamguard
- State Library representative

B. BILL MOORE

in the COMMON ROOM
- Ennice Zoschke
- Henry Drennan
- Rev. David Keck
- Shirley Brother
- Marilyn Sanders
- Bill Phillips
- Joe Carter
- John Ransay
- Bill Pursley

C. MAX WAY

in CONFERENCE ROOM G
- Gary Lowe
- Jane MacRae
- Helen Lyman
- Faye Byrd
- Tom Grill
- Ruth Glass
- Bill Hess
- Mayrelee Newman

D. DON SANDERS

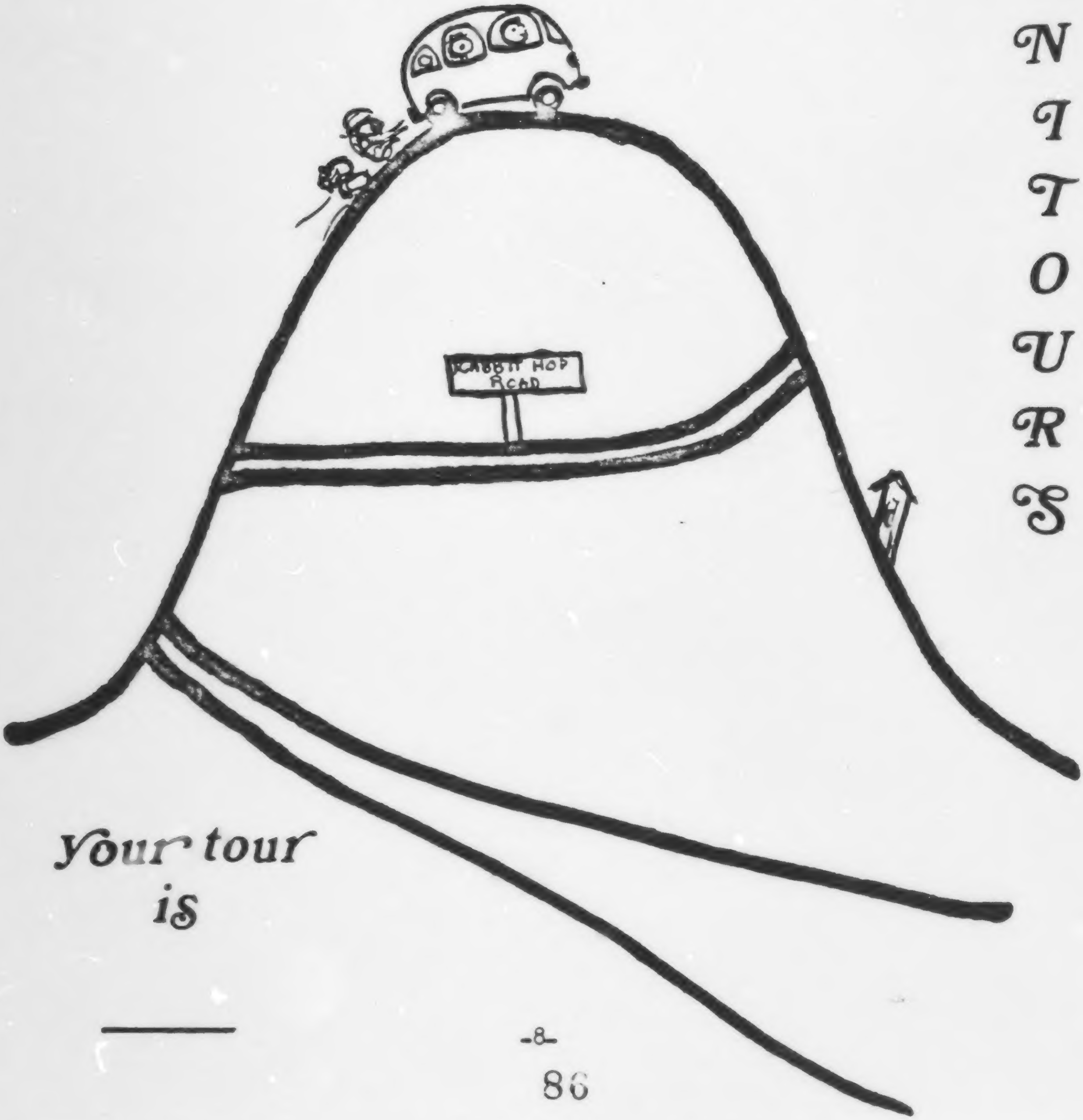
in ROOM B, CONFERENCE CENTER
- Janet Bapst
- Bob Jones
- Martha Coteras
- Evelyn Arrington
- Thelma Orr
- State Library representative
- Winston Lear
- Rev. Burns

Mission - DEFINE CHALLENGES FOR TASK FORCES:

HUMAN; RESOURCES; LOGISTICS

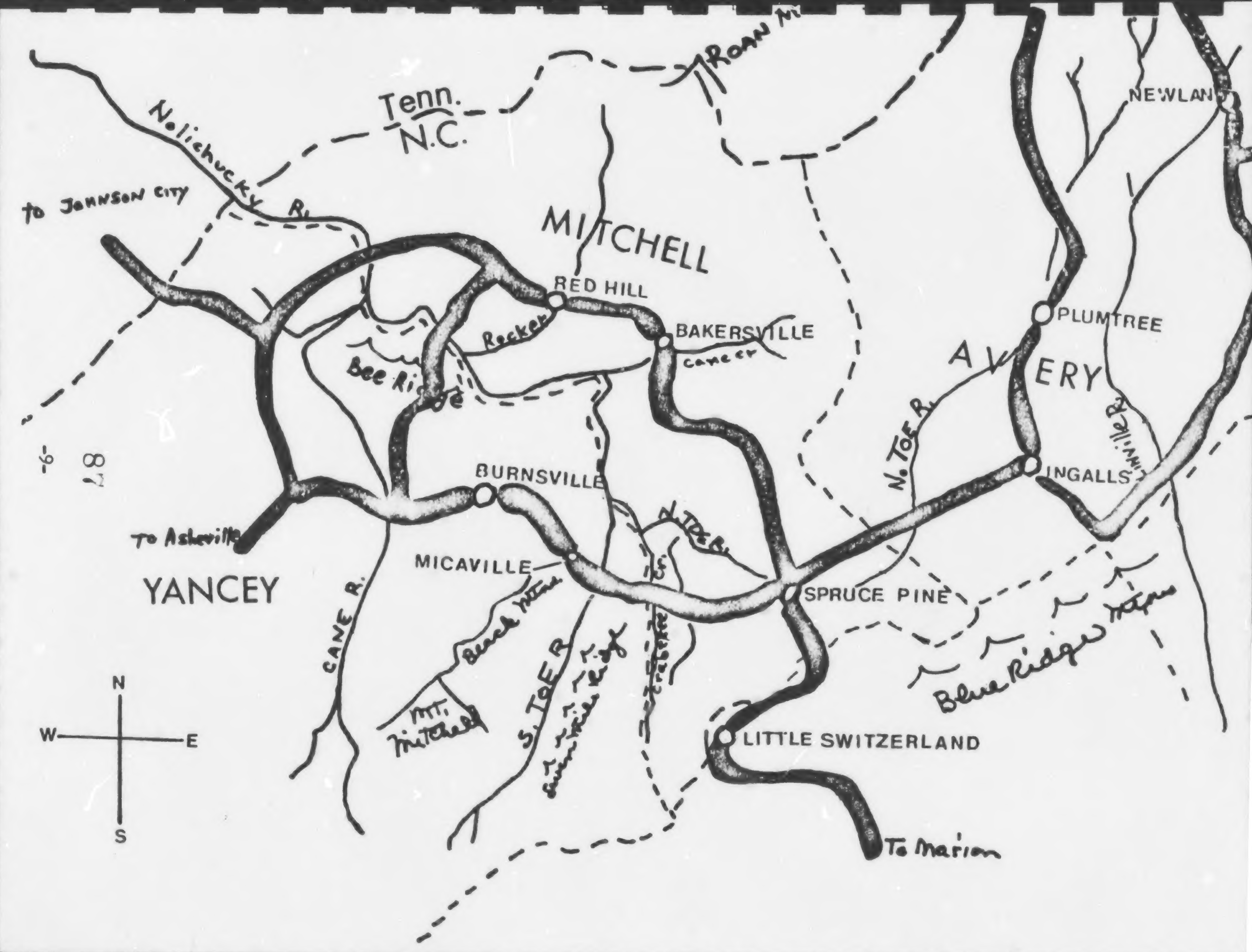
APPALACHIAN AWARENESS

MINITOURS


RABBIT HOP ROAD

Your tour is

______


Roan Mt
Tenn.
N.C.
Nolichucky R.
To Johnson City
MITCHELL
RED HILL
BAKERSVILLE
Cane Cr
Rocky
Bee Ridge
BURNSVILLE
To Asheville
YANCEY
MICAVILLE
Cane R.
Black Mtns
Mt. Mitchell
S. Toe R
Seven Mile Ridge
Crabtree
N. Toe R.
SPRUCE PINE
LITTLE SWITZERLAND
To Marion
Blue Ridge Mtns
N. Toe R.
AVERY
PLUMTREE
INGALLS
Linville R.
NEWLAN
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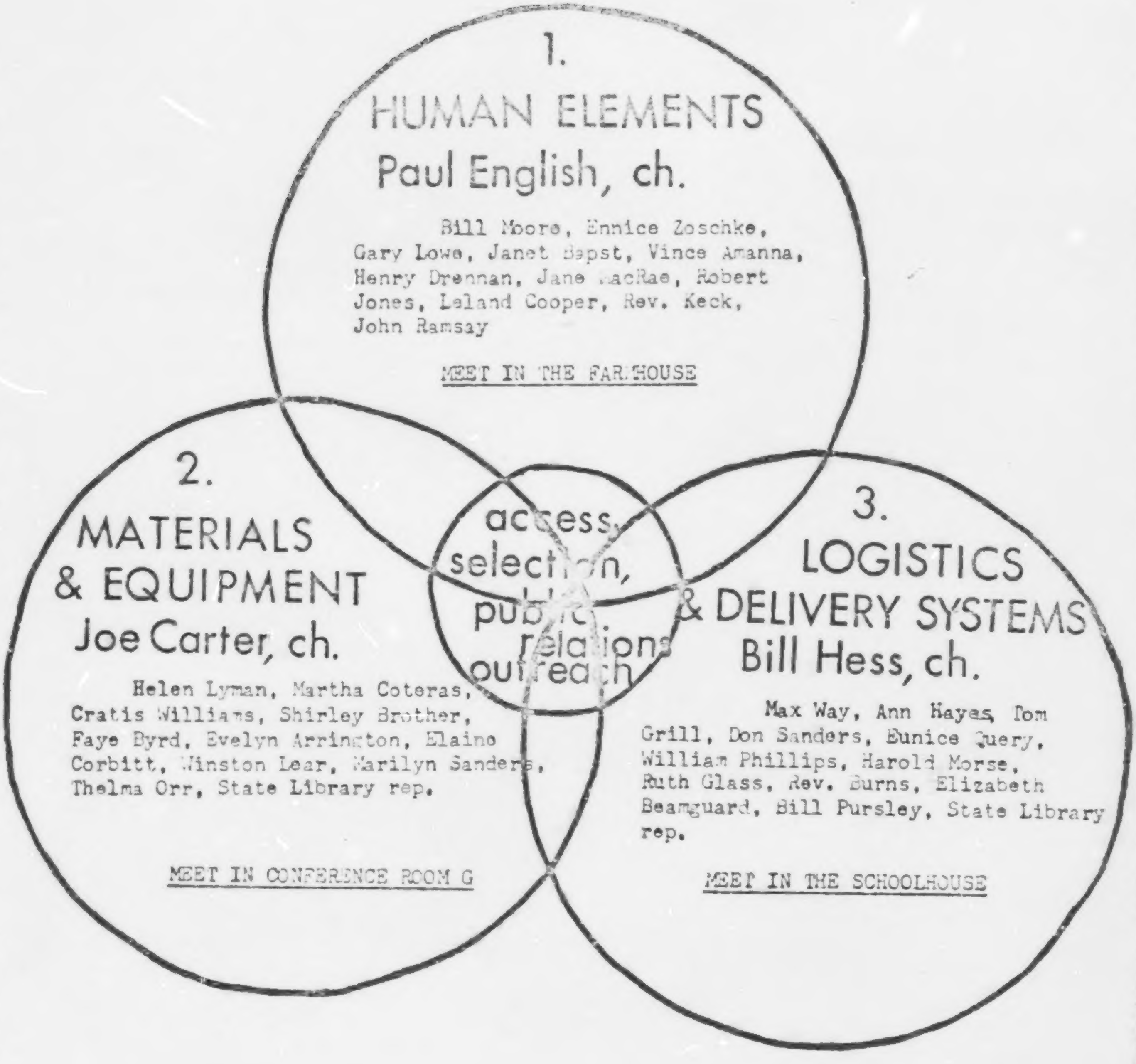

1\.

HUMAN ELEMENTS

Paul English, ch.

Bill Moore, Ennice Zoschke, Gary Lowe, Janet Bepst, Vince Amanna, Henry Drennan, Jane MacRae, Robert Jones, Leland Cooper, Rev. Keck, John Ramsay

MEET IN THE FARMHOUSE

2\.

MATERIALS & EQUIPMENT

Joe Carter, ch.

Helen Lyman, Martha Coteras, Cratis Williams, Shirley Brother, Faye Byrd, Evelyn Arrington, Elaine Corbitt, Winston Lear, Marilyn Sanders, Thelma Orr, State Library rep.

MEET IN CONFERENCE ROOM G

3\.

LOGISTICS & DELIVERY SYSTEMS

Bill Hess, ch.

Max Way, Ann Hayes, Tom Grill, Don Sanders, Eunice Query, William Phillips, Harold Morse, Ruth Glass, Rev. Burns, Elizabeth Beamguard, Bill Pursley, State Library rep.

MEET IN THE SCHOOLHOUSE

TASK FORCES

STAFF INSERVICE TRAINING PROGRAM

for

MOREHEAD STATE UNIVERSITY PROJECT

to

[illegible] the Adult Basic Education Opportunities through Public Library [illegible] in Cooperation with [illegible] Tennessee.

To Be Conducted By:

SCIOTO VALLEY LOCAL SCHOOL DISTRICT

Piketon, Ohio

February 5-13, 1973
(Tentative)

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[illegible] 1971 [illegible] High School

[illegible]	[illegible] Coffee & [illegible] [illegible]
9:00 AM	[illegible] Program ([illegible])
10:00 AM	[illegible] Objectives - [illegible] - Training Roles and [illegible].
11:00 AM	Lunch
12:00	Possible Library Services in Coordination with Adult Basic Education - Ann [illegible]
2:00 PM	Break
2:30 PM	[illegible] Programs of Self [illegible] - [illegible] Instruction [illegible]
4:00 PM	[illegible] Lounge
5:30 PM	Dinner ([illegible])
7:30 PM	Recruiting the Rural ABE Student Techniques, Procedures and Problems.
9:30 PM	Adjourn for the evening.

PROGRAM

Tuesday, February 6, 1973 Piketon High School

9:00 AM	Coffee & Donuts Audio-Visual Room
9:30 AM	Adult Basic Education Services in Coordination with Library Services - Ann Hayes
11:00 AM	Break for Lunch
12:30 AM	Meet with Home Instruction Aides for afternoon visitation and tour of area.
4:30 PM	Relax at Governor's Lodge
5:30 PM	Social Hour and Dinner - Lake White Club
7:30 PM	Group Discussion - Governor's Lodge Visitation Experiences
9:00 PM	Recess for the evening.

PROGRAM

Wednesday, February 7, 1973 Piketon High School

9:00 AM	Coffee & Donuts
9:30 AM	Session I - Interviewing the potential ABE Student - Needs Assessment - Personal, social, educational, vocational - Enrollment Procedures - Follow-Up.
11:00 PM	Session II - The Role of the Resource Teacher a) Preassessment of entry level skills b) Developing Individualized Programs for self instruction. c) Curriculum Design - Scope & Sequence Progress Checks, evaluation. d) Reporting Procedures. e) Utilizing community resources.
12:00	Lunch
1:30 PM	Continuation of Session II. (See Above)
4:00 PM	Relax - Governor's Lodge
5:30 PM	Dinner, Lake White Club
7:30 PM	Wrap-up Session for Professional Staff Questions - Answers - Group Discussion Governor's Lodge
9:00 PM	Recess for the evening

PROFESSIONAL STAFF TO DEPART ON THURSDAY, FEBRUARY 8, 1973.

PROGRAM

Thursday, February 8, 1973   Piketon High School

8:30 AM	Aides accompany the Scioto Valley Home Instruction Aides.
1:30 PM	Meet in Audio-Visual Room at Piketon High School Practicum in Interviewing and recruiting Adult Basic Students. Self-Evaluation of Interview
3:00 PM	Break
3:15 PM	Introducation to placement inventories - Practicum experience - Interpretation of results of placement inventories.
5:00 PM	Relax, Governor's Lodge
6:00	Dinner (To be scheduled)
	Evening open!

PROGRAM AGENDA

FRIDAY, February 9, 1973	Piketon High School
9:00 AM	Coffee & Donuts
9:30 AM	"Planning the Adult's Program" Awareness of appropriate materials, Student orientation, and follow-up, Progress checks, Supplementary materials, and evaluation of progress.
10:45 AM	Break
11:00 AM	Continue Session (See Above)
12:00 Noon	Lunch
1:00 PM	Practicum experience with Individualized Instructional materials and program planning.
4:00 PM	Relax
6:00 PM	Dinner (To Be Scheduled)
	Evening "Free".

PROGRAM AGENDA

SATURDAY, February 10, 1973 Piketon High School

9:00 PM	Coffee & Donuts
9:30 AM	"Awareness of Human Needs" - Guidance and Counseling of the Adult Learner Referrals - Local Resources
10:45 AM	Break
11:00 AM	Continue session (See Above)
12:00 Noon	Lunch Afternoon Free or Tour of Area.

SUNDAY, FEBRUARY 11, 1973 - Free to Relax

PROGRAM AGENDA

MONDAY, February 12, 1973 Piketon High School

9:00 AM	Aides accompany the Scioto Valley Home Instruction Staff
4:00 PM	Return to Governor's Lodge
5:30 PM	Dinner
7:00 PM	Group Discussion of Visitation Activities Questions - Answers - Staff
9:00 PM	Recess for the evening.

PROGRAM AGENDA

TUESDAY, February 13, 1973 Piketon High School

9:00 AM	Coffee & Donuts, Piketon High School, Audio-Visual Room
9:30 AM	Self Evaluation - Identify Weaknesses
10:00 AM	Individual assistanct - staff
12:00 Noon	Lunch
1:00 PM	Continue - Individual assistance.
4:00 PM	Relax
5:30 PM	Social hour and Dinner
7:30 PM	Program Evaluation and Wrapup Session
9:30 PM	Adjourn

*** Paraprofessional staff scheduled to depart on Wednesday, February 14, 1973.

STAFF PRESERVICE TRAINING PROGRAM

for

APPALACHIAN STATE UNIVERSITY PROJECT

to

Maximize Adult Basic Education Opportunities through Public Library Extension in Appalachian North Carolina.

To Be Conducted By:

SCIOTO VALLEY LOCAL SCHOOL DISTRICT

Piketon, Ohio

February 5-13, 1973
(Tentative)

PROGRAM

MONDAY, February 5, 1973 Piketon High School

8:30 AM	Registration (coffee & donuts) A-V Room
9:00 AM	Orientation to Training Program (Questions and Answers)
10:00 AM	Review of Program Objectives - Local Staff - Defining roles and responsibilities.
11:30 AM	LUNCH
12:30	Possible Library Services in Coordination with Adult Basic Education - Ann Hayes
2:00 PM	Break
2:30 PM	Guided Individualized Programs of Self Instruction - A Home Instruction Approach
4:00 PM	Relax - Governor's Lodge
5:30 PM	Dinner (To Be Announced)
7:30 PM	Recruiting the rural ABE Student Techniques, Procedures and Problems.
9:00 PM	Recess for the evening.

PROGRAM

Tuesday, February 6, 1973 Piketon High School

9:00 AM	Coffee & Donuts Audio-Visual Room
9:30 AM	Adult Basic Education Services in Coordination with Library Services - Ann Hayes
11:00 AM	Break for Lunch
12:30 AM	Meet with Home Instruction Aides for afternoon visitation and tour of area.
4:30 PM	Relax at Governor's Lodge
5:30 PM	Social Hour and Dinner - Lake White Club
7:30 PM	Group Discussion - Governor's Lodge Visitation Experiences
9:00 PM	Recess for the evening.

PROGRAM

Wednesday, February 7, 1973 Piketon High School

9:00 AM	Coffee & Donuts
9:30 AM	Session I - Interviewing the potential ABE Student - Needs Assessment - Personal, social, educational, vocational - Enrollment Procedures - Follow-Up.
11:00 PM	Session II - The Role of the Resource Teacher a) Preassessment of entry level skills b) Developing Individualized Programs for self instruction. c) Curriculum Design - Scope & Sequence Progress Checks, evaluation. d) Reporting Procedures. e) Utilizing community resources.
12:00	Lunch
1:30 PM	Continuation of Session II. (See Abeove)
4:00 PM	Relax - Governor's Lodge
5:30 PM	Dinner, Lake White Club
7:30 PM	Wrap-up Session for Professional Staff Questions - Answers - Group Discussion Governor's Lodge
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PROFESSIONAL STAFF TO DEPART ON THURSDAY, FEBRUARY 8, 1973.

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6:00	Dinner (To be scheduled)
	Evening open!

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9:00 AM	Coffee & Donuts
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1:00 PM	Practicum experience with Individualized Instructional materials and program planning.
4:00 PM	Relax
6:00 PM	Dinner (To Be Scheduled)
	Evening "Free".

PROGRAM AGENDA

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9:00 AM	Coffee & Donuts
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10:45 AM	Break
11:00 AM	Continue session (See Above)
12:00 Noon	Lunch
	Afternoon Free or Tour of Area.

SUNDAY, FEBRUARY 11, 1973 - Free to Relax

PROGRAM AGENDA

MONDAY, February 12, 1973 Piketon High School

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5:30 PM	Dinner
7:00 PM	Group Discussion of Visitation Activities Questions - Answers - Staff
9:00 PM	Recess for the evening.

PROGRAM AGENDA

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10:00 AM	Individual assistanct - staff
12:00 Noon	Lunch
1:00 PM	Continue - Individual assistance.
4:00 PM	Relax
5:30 PM	Social hour and Dinner
7:30 PM	Program Evaluation and Wrapup Session
9:30 PM	Adjourn

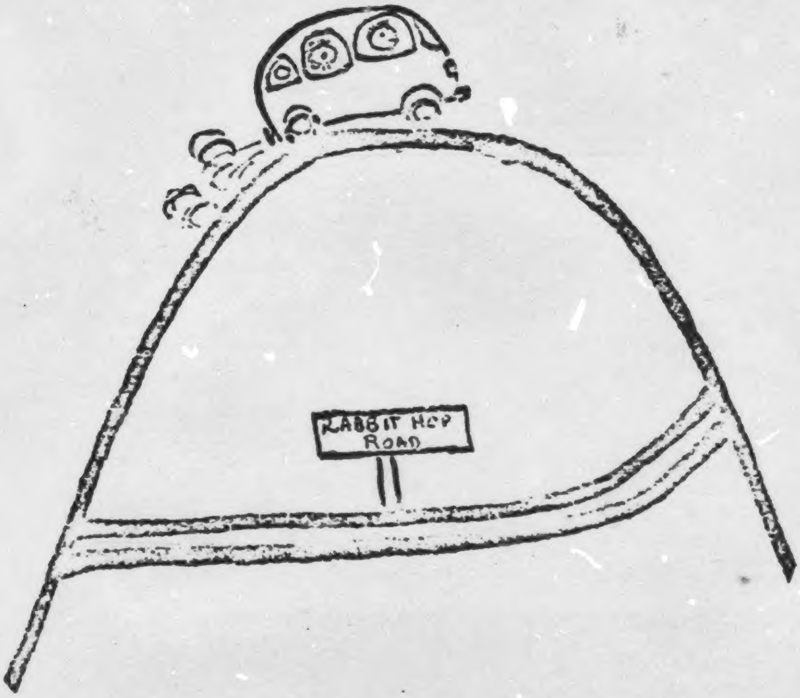
*** Paraprofessional staff scheduled to depart on Wednesday, February 14, 1973.

PROJECT RAPSKILLS

Spruce Pine - April 13th, 1973

AWARENESS

Task Forces


RABBIT HOP
ROAD

OBJECTIVES OF THE RAPSKILLS WORKSHOP

April 13, 1973

Spruce Pine Public Library

This workshop has been planned with one major goal in mind: to bring the key personnel in AMY Regional Library programs and Mayland Technical Institute Adult Basic Education programs together to determine how to work together in meeting needs of persons in the three county area who are involved in Adult Basic Education programs.

At the conclusion of the workshop, with the help of representatives from the regional University, Appalachian State, and the state library and community college agencies, it is hoped that the following objectives will have been met:

1. Persons involved in library and ABE activities will know each other better.
2. There will be wider understanding of services offered by both agencies in ongoing programs.
3. Everyone attending will understand what the RAPskills project is about, and be able to define how they are involved in meeting the needs of the project.
4. Decisions will be made about the activities for the first week of June to develop materials and in-service understanding of literacy training.
5. Everyone in attendance will have a better understanding of the importance of "coping skills" to the project planning and services.

PROGRAM

9:30-10 Introductions and role definitions.

10-10:30 What *is* the Project?

Coffee break

10:45-11:30 Small-group decision making about service patterns.

11:30-12:00 Sharing of recommendations and total group decisions.

Lunch

1:15 - 2:30 Case studies.

2:45 - 4:00 Questions and discussion session.

Resource people: Leonard Lilly, State Dept. of Community Colleges
Carol Andrews, State Dept. of Community Colleges
Becky Howard State Department of Community Colleges
Jerry Brownlee, State Library
Faye Byrd, Wilkes Community College

ABOUT THE PROJECT

The project is a way to help more people learn to read and write and do arithmetic. It is a cooperative effort between three educational agencies with the specific missions of helping people develop skills that will make them better able to put bread on the table for themselves and their loved ones. It is an effort that is based upon the belief that people who can read, write, and compute are better able to avoid unscrupulous schemes that take advantage of their inability to understand things they sign, warranties or false promises. It is also based upon the belief that Avery, Mitchell, and Yancey counties want to keep folks who live there happy and productive for a better society.

The help being offered is related to two important programs. Adult Basic Education ("ABE") is legally the responsibility of the Mayland Technical Institute. "The Right to Read" is one of the most important concerns of the public library. The project strives to increase the availability of instruction and materials by giving the Technical Institute and the Library some people with special training in ABE who can also refer their students to those many things the library has for them and their families. In contrast to many "projects," this one is just building up staff and materials holdings in already existing agencies and collections. The persons involved are not "outsiders," but people who call Western North Carolina their home. Most of all, they are people who care about helping other people who are their friends and community neighbors. The project is intended to get people from the AMY Library and people from the Technical Institute better acquainted and to help them understand the important services each agency can offer to the people of the three county area. Appalachian State University shares this concern about human opportunity and use of educational resources.

The only direct thing [illegible] project, really, is the home visitor. The home visitors are helping persons with reading, writing, and arithmetic on a person-to-person "kitchen-table" visit. In addition to the instruction they hope to bring information about the library to the persons they visit, and they hope to be able to deliver books to persons who need or can use them. They will be working with 30 to 40 families at a time. In addition, the project staff hopes to help persons who cannot get to Mayland Tech for Learning Lab work, or who cannot attend regularly scheduled ABE classes throughout the three counties. They propose to do this by coming to the Library to get persons started on self-instruction materials by appointment. A small selection of these materials will be given to each library and, in some cases, the library staff may have inquiries about the materials and how to use them. It is hoped that an appointment can be made, either by giving the interested person a home visitor's number to call, or in some equally helpful way.

On the library side, the activities will be designed to help ABE students who are in classes or Learning Lab activities at Mayland Tech become aware of how they can use their nearby library.

Nobody in the project is concerned with supervising agency work or judging how things are done. All that the project staff want to do is to help people be learners and users of resources, with the consequence that they become better able to cope with life's problems and difficulties. To succeed, the project needs everyone to work together to find the right materials and kind of help for each family we can reach in the three counties. Most of these families are not now library users.

As a result of your help, the cooperation and support of those learners will continue indefinitely if you wish it to do so.

1. Issuing registrations for library users

What needs to be done to register new borrowers in Adult Basic Education programs? Who will carry the forms, and how will they be [illegible] and to whom should they be returned when they have been filled out?

2. Special Bookmobile visits

If bookmobile visits are made to ABE classes, what schedules and staffing problems are affected or involved? Who will go on the bookmobile at these times? Who will keep the special records of those visits for the project? How many ABE classes are there in the three counties?

3. Materials Lost or Stolen During the Project

If materials belonging to Mayland Tech or AMY Regional Library are destroyed, lost, or stolen, who is responsible and what needs to be done to make fair adjustments? (Project materials are considered as expendable, and the library and technical institute are not responsible for replacing any of them if they are lost.)

4. Special Services in the Library to ABE Students

staff

How can special learning materials in the minilab component be placed in the libraries and circulated? How can contact be planned for the ABE student who has to learn "by appointment" or referral since the home visitor has no openings left? How will materials of importance to the project be statistically identified for the report of activity? How can the ABE staff help the library staff identify appropriate materials for ABE students in the library collection?

Newsletters

Who will be responsible for answering questions that come up or gathering data from different activities for the project?

This question relates only to those special services that are concerns for the research team.

THE ADULT LEARNER

1. Typical undereducated adults reject the formal, impersonal patterns of education in the traditional sense. They may still attend the traditional system but they usually feel that they do not belong there. For many the traditional educational system has been the location of past failures. These failures are often times failures of the system to adequately meet the special needs of students encountering difficulties in their learning experiences. For this and other reasons the undereducated adult may feel overwhelmed and if they do enter some form of educational program, often expect to fail and thereby provide justification for their belief that the educational system holds nothing for them. Many people enter various programs with the belief that they can not learn and that they will be made to seem foolish.
   There is a direct relationship between low education and low self-confidence.

2. The adult learner must be provided with a great enough inducement to convince him or herself that they want to try to gain more education. Unlike children they are not forced to attend classes or directly punished if they fail to"learn". To hold the learner in an educational program it will be necessary to provide those experiences

which will be of visible benefit to them. This benefit may in many cases need to be of an immediate nature. Since the learner is free to decide whether or not he or she should participate in the educational experience it is essential that they feel that they may decide, or at least help to decide, what and how they should learn. These learning decisions should be based upon reliable information and with full knowledge of the possible results of their decision but in the final analysis, the adult learner is responsible for his own decisions.

3. It is often found that communication with undereducated adults is difficult. Many times they tend to develop protective defenses against revealing or even recognizing their educational or living handicaps or deficiencies. These adult learners must be approached in as non-threatening a manner as is possible until they are confident enough to admit, if only to themselves, their deficiencies. Then and only then will truely productive and enjoyable learning take place.
   Cultural values of systems outside of their own should be avoided when approaching adult learners. Build on the existing culture with which the adult learner is familiar.

4. There are many factors which affect adult learners who

return to a learning situation. The greatest fear perhaps, is the fear of failure to which other fears contribute: the fear of trying, the fear of being laughed at, the fear of testing, the fear of new situations, and the fear of change itself. These fears are all very real to the adult learner and will influence their decisions with regard to their participation in the learning experience.

5. The adult learner's situation is also related to:
    extended periods of unemployment or welfare
    unskilled or semi-skilled jobs
    generally larger than average families
    poorer housing
    poor attitude towards authority
    and at times,
    an irresponsibility toward the use of money.

6. The best situation for members of the target audience is the one-to-one relationship such as home visitation and home learning experiences. This personalized learning has been proved to be most effective. By providing learning experiences within the adult learner's normal frame of reference they are not exposed to the threats which exist under conditions of the traditional educational system. The home visits also provide the

opportunity for the home visiting paraprofessional to relate more fully with the adult learner and it has been observed that more effective communication is made possible. This is essential for the success of any educational program concerning the undereducated adult learner.

If the paraprofessional understands some of the factors which may affect some or perhaps all of their adult learners, and if they are able to deal with them in a sympathetic manner, the learning situation will develop into that which will be of benefit to all those involved.

LIBRARY/ADULT EDUCATION PROGRAM

HOME VISITATION COMPONENT

It shall be the duty of Paraprofessionals working with the Library/ Adult Education Program to work closely with all members of the Program. This shall include other Paraprofessionals, Resource Coordinators, ABE personnel, library or learning lab staffs and members of the administrative staff as well as members of the various community agencies with which they will come into contact. It shall be remembered that for maximum effect the effort must be a team effort and each objective must , in the end,be a team objective.

The Paraprofessional, for reporting purposes and instructional decisions, is responsible to the Resource Coordinator for the particular resource area designated. Each Paraprofessional will provide services and be responsible for Program activities within their assigned county. Additional responsibilities may be deligated to the Paraprofessional staff as the need may araise during Program activities.

Basic materials for the Paraprofessional home visitation component are to be selected by the Paraprofessional as determined by the perceived needs of their learners. This collection of materials (the "Totalab") is portable and is kept available for daily Paraprofessional use. Collections of those materials which will be utilized as additional resources to the "Totalab" will be housed at branch libraries of the AMY Regional Library, at the Learning Lab at Mayland Technical Institute and at the Resource Coordinator's Center (RCC). Additional materials may be purchased by the Resource Coordinators if not otherwise available.

Home visitations by the Paraprofessional component involve a variety of responsibilities including; the recruitment of participants into Program activities, the interviewing of possible participants, the orientation of participants to the various types of instructional materials to be used in the program. At the appropriate time the Paraprofessionals may administer placement surveys or inventories on the appropriate educational levels, and with the assistance of the Resource Coordinator, prescribe the beginning program for each of the participants.

Factors to be considered in the Program upon learner entry are:

I. The Participant's
   1. Realistic immediate goals.
   2. Achievement level.
   3. Environmental, cultural and educational background.
   4. Visitation schedule.

II. The Paraprofessional's
   1. Familiarity with the Program's materials (should be able to work easily with all available aids.)
   2. Hours available for each visitation schedule and the ability to provide the required services.
   3. Contact with Resource Coordinators and

their assistance with Program objectives and program progress.

III. Availability of materials in a proper sequence to meet the educational and/or other learner goals and needs.

Paraprofessionals should assign work in materials that can be easily completed before the next visit. Materials of various learner interests should be left to provide those means to allow for expansion of the learner's capabilities. These materiala might be of the regular educational type aids (programmed instruction, printed matter, etc.) or audio-visual materials such as cassett players, filmstrip viewers, etc. The type of material would be dependent upon the mode of learning which the individual learners possess.

When visiting the home, the Paraprofessional should determine the learner's progress. This progress should be ascertained through unit tests, informal testing procedures, observation of utilization of learned skills, etc., assist in solving problems encountered by the learner in the Program materials, give verbal encouragement and reinforcement to the learner, and to provide assistance to the learner in dealing with everyday problems which might be hindering learner participation and/or progress in the Program. This assistance may take the form of referral to other community agencies which may provide solutions to problems outside the scope of the activities of the Paraprofessionals' role. The Paraprofessional will also provide a vehicle for the dissemination of information about available resources in the community, such as library resources, library programs, technical institute activities, etc.

The Paraprofessional will become aware of those resources and materials which are available at the regional library facilities. This knowledge will include those materials which can be included in a program such as that of: instruction in basic educational areas or in the area of skills which will improve the individual's ability to successfully cope with everyday life and daily problems. The library is the most logical resource to approach for materials of this nature as they probably have the most comprehensive collection of such resources. The Paraprofessional will provide active information as to the resources available at the various library facilities and where appropriate seek to instill a positive library orientation in their learners.

Paraprofessionals should utilize the Resource Coordinators or any other supportive services in constantly maintaining progress in the home visitation program. Close contact will be maintained between all staff members (in whatever capacity) to review new materials, problems encountered during visits or travel, etc., and for possible revision or change to the program presented. The Paraprofessionals will have release time to attend regional activities which will improve their performance in dealing with their clients. This will include conference and workshop activities. (These activities may be set-up by the Paraprofessional component to explore felt weaknesses and to strengthen areas.) Supportive staff and agencies should be contacted and utilized whenever necessary to provide for the basic needs of the learners.

The Paraprofessional's activities should be logged in order to provide for first-hand impressions and observations, to provide for the study of determining the effectual use of Program resources, and to document the activities of the Program.

The basic skills which educationally disadvantaged persons lack are in three major categories:

1. Basic skills of communication: listening, speaking, reading, and writing;
2. Basic arithmetical skills, primarily a knowledge of addition, subtraction, multiplication, division, and measurment;
3. The social living skills or the so called, coping skills which deal mainly with all-important, adult-level information on family problems, consumer problems, health facts, nutrition needs, medical care, legal aid, housing, local government services, and community resources.

RAPSKILLS TASK FORCE #3

June 4-5, 1973

Valle Crucis Mission School

Monday, June 4

1:30 p.m.	Adult Education and Library Service Max Way, Assistant Superintendent of Schools, Piketon, Ohio
	BREAK
2:45-3:00	Bookmobile and Home Visit Scheduling Barbara Dupkowski, Bookmobile Librarian Tom Grill, RAPskills ABE Coordinator
3:00-4:00	Laubach Literacy and Materials for Adult Learners Mrs. Daves, Laubach Literacy Programs
4:00-5:00	Planning film sequences
5:00	Dinner
6:30-9p.m.	Final Laubach Workshop, Spruce Pine Methodist Church

Tuesday, June 5

9:00	Work on film sequence
11:00	Panel: Shirley Brothers, William Hess, Jerry Brownlee, Paul English, Joe Carter
12:00	Lunch
1:30-4 p.m.	Children's Materials and ABE Programs Sue Shuemake Becky Howard, Research Associate, RAPskills
5:30 p.m.	Dinner and Wrap-up Free evening

MAYLAND TECH. AND SCIOTO VALLEY

ABE HOME INSTRUCTION

WORKSHOP

March 14, 15, 16, 1974 Piketon, Ohio

Agenda

Thursday - March 14 Governors Lodge

10:00 A.M.	Group Session - Sharing Experiences, Successes Problems
11:30	Lunch - Lake White Club
1:00	OVERVIEW of Appalachian State University Program Mayrelee Newman - Appalachian State University Boone, North Carolina
2:15	Break
2:30	Coordination of Library Services with Local ABE Programs - Ann Haves, Morehead State University Morehead, Kentucky
4:00	Break
5:30	Dinner on your own
	Evening free

Agenda

Friday, March 15 Piketon, Ohio

9:00 A.M.	Mayland Tech. Staff Accompany Scioto Valley Staff on Home Visits
4:00	Rest - Relax Governors Lodge
5:30	DINNER on your own

7:30	Evaluation of ABE Programs Impact - Reporting Procedures - Public Awareness - Sue Shoemake, Appalachian State University, Boone, North Carolina
	Meeting Place to be announced
9:00 P.M.	Adjourn

Agenda

Saturday, March 16

9:00 A.M.	Check out - Governors Lodge
10:00 A.M.	Piketon High School - Use and Misuse of Materials Max Way, Scioto Valley Local Schools
10:45 A.M.	Break
11:00 A.M.	New and Different Materials Demonstration - Scioto Valley Staff
12:00	Wrap-up Session
12:30	Adjourn - Leave for Home

WE WOULD LIKE TO KNOW YOU BETTER.

WOULD YOU PLEASE HELP US BY PROVIDING THE FOLLOWING:

NAME:______________________________

AGE:_______

SEX:_______

MARITAL STATUS:____________________

PRESENT ADDRESS:___________________

____

____

TELEPHONE NUMBER:__________________

EMPLOYMENT STATUS:__________________________________

NUMBER OF CHILDREN:_________

WHERE WAS THIS INSTRUMENT ADMINISTERED ? (CHECK ONE)

LEARNING LAB_____. HOME VISITOR_____.

ABE CLASS________. O.R.A.L. ________.

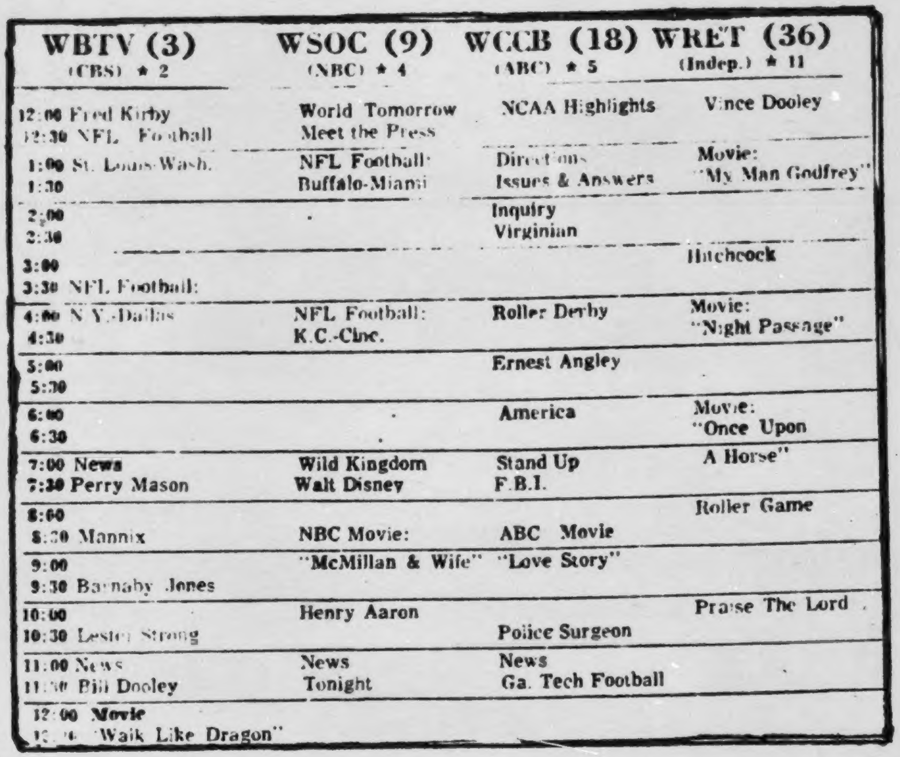
OTHER (PLEASE EXPLAIN)___________________________.

WITABE

SOME QUESTIONS ON LIFE COPING SKILLS

Form "B"

Date ______________________________



	WBTV (3) (CBS) ★ 2	WSOC (9) (NBC) ★ 4	WCCB (18) (ABC) ★ 5	WRET (36) (Indep.) ★ 11
12:00	Fred Kirby	World Tomorrow	NCAA Highlights	Vince Dooley
12:30	NFL Football	Meet the Press		
1:00	St. Louis-Wash.	NFL Football:	Directions	Movie:
1:30		Buffalo-Miami	Issues & Answers	"My Man Godfrey"
2:00			Inquiry	
2:30			Virginian	
3:00				Hitchcock
3:30	NFL Football:			
4:00	N.Y.-Dallas	NFL Football:	Roller Derby	Movie:
4:30		K.C.-Cinc.		"Night Passage"
5:00			Ernest Angley	
5:30				
6:00			America	Movie:
6:30				"Once Upon
7:00	News	Wild Kingdom	Stand Up	A Horse"
7:30	Perry Mason	Walt Disney	F.B.I.	
8:00				Roller Game
8:30	Mannix	NBC Movie:	ABC Movie	
9:00		"McMillan & Wife"	"Love Story"	
9:30	Barnaby Jones			
10:00		Henry Aaron		Praise The Lord
10:30	Lester Strong		Police Surgeon	
11:00	News	News	News	
11:30	Bill Dooley	Tonight	Ga. Tech Football	
12:00	**Movie**			
12:30	"Walk Like Dragon"			

1. Here is the television program schedule for tonight. Answer the following:

   A. What program will be seen on channel 9 at 7:30 p.m.?

   ____

   B. If you switched on T.V. at 4:45 p.m., which program would you watch on channel 3?

   ____

   C. How long does the movie on channel 18 last?

   ____

2. Here is a clipping from a local newspaper. Please answer the following questions:

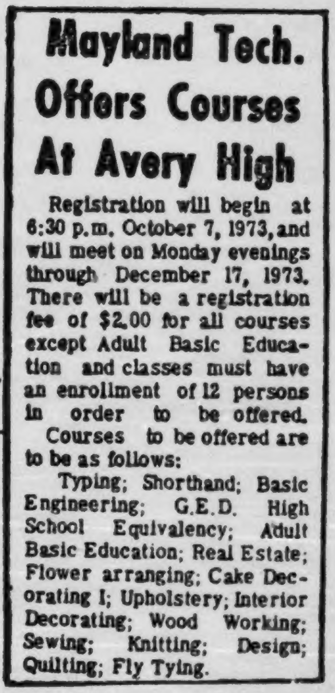
   A. Where are the courses to be held?____________________

   B. How much money do you have to pay to take a course (other than Adult Basic Education)?____________________

   C. Which of the following courses is not offered? Fly tying, Upholstering, Sewing, Beginning Art, Knitting, Woodworking.

   ____

   D. How many people have to be there registration night for the class to be offered?____________________



Mayland Tech. Offers Courses At Avery High

Registration will begin at 6:30 p.m. October 7, 1973, and will meet on Monday evenings through December 17, 1973. There will be a registration fee of $2.00 for all courses except Adult Basic Education and classes must have an enrollment of 12 persons in order to be offered.

Courses to be offered are to be as follows:

Typing; Shorthand; Basic Engineering; G.E.D. High School Equivalency; Adult Basic Education; Real Estate; Flower arranging; Cake Decorating I; Upholstery; Interior Decorating; Wood Working; Sewing; Knitting; Design; Quilting; Fly Tying.

3. Look over the ads on this page, and answer the following questions.

Oscar Mayer Pork Link (3 lb. pkg. $3.49 small size	SAUSAGE . . .	Lb.	$1.19
Oscar Mayer All Beef Frank or All Meat	WEINERS . . .	1-Lb. Pkg.	$1.19
Oscar Mayer Spiced Luncheon Meat or Cotto	SALAMI	8-Oz. Pkg.	79c
Large Meaty	TURKEY WINGS	Lb.	59c
Bordens Big Ten	BISCUITS . . 2	10-Ct. Cans	39c
Tyson	FRYER LIVERS	8-Oz. Cup	59c
Superbrand	CREAM CHEESE	8-Oz. Pkg.	39c
Full Quarters Sliced	PORK LOIN . .	Lb.	98c
W-D Brand U. S. Choice Boneless (ten 8 oz. size)	N.Y. STRIPS .	5-Lb. Pkg.	$12.99
W-D Brand U. S. Choice Boneless Steaks (ten 8 oz. size)	RIB EYES . .	5-Lb. Pkg.	$13.49
W-D Cubed Beef (2 oz. or 4 oz. size) 50 Free Stamps	STEAKETTS .	2-Lb. Box	$1.99
W-D Handi-Pack	GROUND BEEF	5-Lb. Pkg.	$4.99
W-D Brand Beef	PATTY MIX	3 Lb. Pkg.	$2.49
Rath's Sliced Hickory Smoked	SLICED BACON	1-Lb. Pkg.	$1.18

Crisp Cello (no head over 25c)	LETTUCE	Lb.	23c
Collard Greens or	TURNIPS	Lg. Bunch	49c
New Crop Sweet	POTATOES	Lb.	19c
Flame Red Tokay	GRAPES	Lb.	39c
Crisp Pascal	CELERY	Stalk	23c
Morton Economy Macaroni & Cheese, Beans & Franks, Macaroni & Beef, Spaghetti & Meatballs	DINNERS 2	11-Oz. Pkg.	89c
Vahlesing	CORN ON COB 2	4-Ct. Pkgs.	$1.00
McKenzie Crowder	PEAS 2	18-Oz. Pkgs.	$1.00
McKenzie Baby Lima	BEANS	18-Oz. Pkgs.	59c
Fox Deluxe Gourmet	PIZZA	33-Oz. Pkg.	$2.29

A. How much does two 18 oz. packages of crowder peas cost?____________________

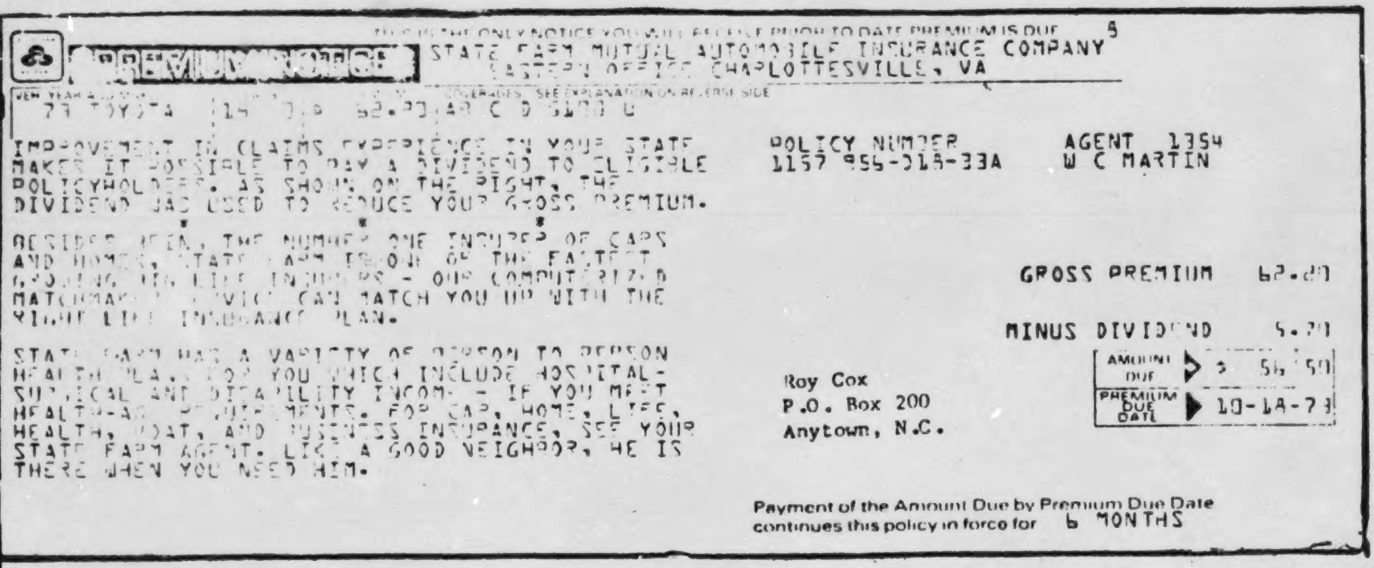
B. Ground beef comes in a 5 lb. package. How much would one pound cost at this rate? ______________________(to the nearest cent)

C. How much would 3 lbs. of sausage cost?_____________

D. Pork loin is __________a pound.

E. What is the total cost of the items in Questions A, B, C, and D.?

________________(Do not include sales tax.)



THIS IS THE ONLY NOTICE YOU WILL RECEIVE PRIOR TO DATE PREMIUM IS DUE 5

PREMIUM NOTICE

STATE FARM MUTUAL AUTOMOBILE INSURANCE COMPANY
EASTERN OFFICE CHARLOTTESVILLE, VA

VEH YEAR & MAKE — COVERAGES SEE EXPLANATION ON REVERSE SIDE
73 TOYOTA 14 D 62.30 AR C D 5100 U

IMPROVEMENT IN CLAIMS EXPERIENCE IN YOUR STATE MAKES IT POSSIBLE TO PAY A DIVIDEND TO ELIGIBLE POLICYHOLDERS. AS SHOWN ON THE RIGHT, THE DIVIDEND WAS USED TO REDUCE YOUR GROSS PREMIUM.

BESIDES BEING THE NUMBER ONE INSURER OF CARS AND HOMES, STATE FARM IS ONE OF THE FASTEST GROWING BIG LIFE INSURERS - OUR COMPUTERIZED MATCHMAKER SERVICE CAN MATCH YOU UP WITH THE RIGHT LIFE INSURANCE PLAN.

STATE FARM HAS A VARIETY OF PERSON TO PERSON HEALTH PLANS FOR YOU WHICH INCLUDE HOSPITAL-SURGICAL AND DISABILITY INCOME - IF YOU MEET HEALTH-AGE REQUIREMENTS. FOR CAR, HOME, LIFE, HEALTH, BOAT, AND BUSINESS INSURANCE, SEE YOUR STATE FARM AGENT. LIKE A GOOD NEIGHBOR, HE IS THERE WHEN YOU NEED HIM.

POLICY NUMBER
1157 956-318-33A

AGENT 1354
W C MARTIN

GROSS PREMIUM 62.30

MINUS DIVIDEND 5.80

AMOUNT DUE	$ 56.50
PREMIUM DUE DATE	10-14-73

Roy Cox
P.O. Box 200
Anytown, N.C.

Payment of the Amount Due by Premium Due Date continues this policy in force for 6 MONTHS

4. This is a notice for payment on an insurance premium. Please answer the following:

   A. What is the name of the company?______________________________

   B. What is the year and make of the vehicle insured?____________________

   C. What is the amount due?__________________

   D. The payment of this amount continues the policy in force for how long?_________

   E. Who is Roy Cox's insurance agent?____________________________

   F. Why didn't Roy Cox have to pay the gross premium?

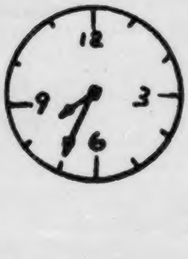
   ____

   ____

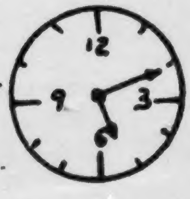
   ____

5.

Clay went to sleep at →



p.m. He got up to go bear hunting this morning at →



a.m.

Exactly how much sleep did Clay get before he had to get up?

__________hours _________minutes

50,000 To Benefit From $1.80 State Minimum Wage

The North Carolina minimum wage will advance to $1.80 per hour for all covered employees on Sunday, September 2, 1973.

This increase from the previous $1.60 hourly State minimum comes as the result of action completed by the N.C. General Assembly last May. Some 50,000 of the State's lowest paid citizens will benefit from the twelve and one-half per cent hike in the Tar Heel wage floor.

Who Is Covered? The North Carolina minimum applies to most nonfarm and nongovernmental full-time employees in establishments employing four or more employees.

Virtually all of the State's 775,000 factory workers will be covered by the $1.80 State minimum. Normally, the chief wage protection of workers in manufacturing is the Federal Wage and Hour Law; but until final action is taken in Washington to raise the present $1.60 Federal minimum to higher levels, most Tar Heel factory workers in establishments employing four or more employees will be covered by the $1.80 State minimum.

The higher State minimum also will apply to most of the 900,000 North Carolina workers employed in mining, construction, transportation, communications, public utilities, finance, insurance, real estate, and services.

However, most of the 50,000 Tar Heels who will benefit directly from the new $1.80 minimum are employed in relatively small retail and wholesale trade establishments, service - industry businesses, food service establishments, and lower-wage type manufacturing plants.

They work as retail sales clerks, wholesale trade sales people, stock and material handlers, cleaning service workers, food service employees, and in a variety of unskilled service industry occupations. Others are operatives in lower-wage manufacturing plants and cleaning service workers in manufacturing.

Federal, State and local government employees are not covered by the State minimum wage, according to a ruling issued by the Attorney General in 1959, because these governmental units do not meet the law's definition of an "employer."

No Other Change In Law - No other changes were made in the Minimum Wage Law by the 1973 General Assembly. All of the former exemptions still remain in effect and coverage of the law is still the same.

Principal exemptions from the law include farm workers, domestic workers employed in private homes, persons 65 years of age or older, minors under 16 years of age, and employees working in establishments having less than four employees.

Unlike the Federal law in its application to retail and service businesses, the North Carolina law's coverage of these establishments does not depend upon their doing a certain annual dollar volume of business, but is determined simply by the number of workers which they employ. If they employ four or more workers, they are covered by the State minimum wage.

6. Here is an article from a local newspaper. Please answer the following:

A. What was the amount of the N.C. minimum wage per hour before it was increased? ____________________

B. What is it now? ____________________

C. The salary for a 40 hour week at the previous rate was $64.00 a week. What is the salary for a 40 hour week at the new rate of $1.80 per hour?

____________$69.00
____________$72.00
____________$75.00
____________$77.00

D. Check the workers that this law will not help.

___construction workers
___cleaning service workers
___miners
___farmers
___local government workers
___mill workers
___state government workers
___factory workers
___restaurant workers
___federal government workers

E. How many people must an establishment or business employ to be covered by the N.C. state minimum wage? ______________________________

Avery Journal Inc.

P. O. Box 128 Newland, N.C. 28657

WANT AD RATES

$1.25 minimum charge (25 words of less). Keyed or "Blind ads", 50 cents extra per insertion.

This size type - 5 cents a word.

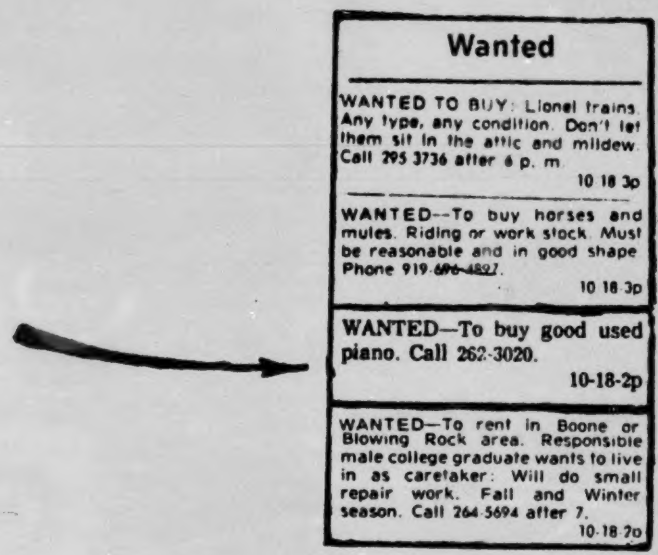
This size type - 7 cents a word.

This size type - 12 cents a word.

Card of Thanks and Memorial poems, 5 cents per word. 12:00 noon deadline on Tuesday. Papers are mailed on Thursday morning.

Telepnone 733-2448. Mail orders should be sent with payment to Avery Journal, Box 128, Newland, N.C. 28657.

All advertising payable in advance, unless account already established.



Wanted

WANTED TO BUY: Lionel trains. Any type, any condition. Don't let them sit in the attic and mildew. Call 295 3736 after 6 p. m.

10 18 3p

WANTED--To buy horses and mules. Riding or work stock. Must be reasonable and in good shape. Phone 919-[redacted].

10 18 3p

WANTED—To buy good used piano. Call 262-3020.

10-18-2p

WANTED—To rent in Boone or Blowing Rock area. Responsible male college graduate wants to live in as caretaker: Will do small repair work. Fall and Winter season. Call 264-5694 after 7.

10-18-2p

7. This is the want ad rate for your local newspaper.

   A. From the information given in the rates ad, how much did it cost to print the want ad the arrow is pointing to?________________

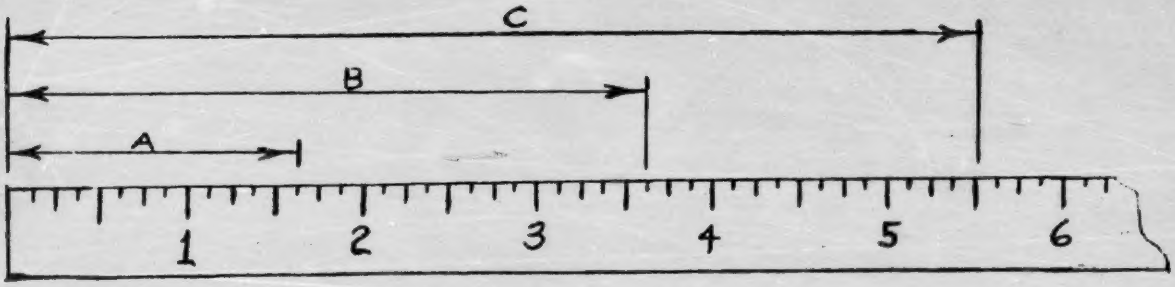
   B. Suppose you wanted to sell an old chair. Write a short FOR SALE ad for this paper.

   FOR SALE____

   ____

   ____

   C. How much will it cost to run your ad?____________________________

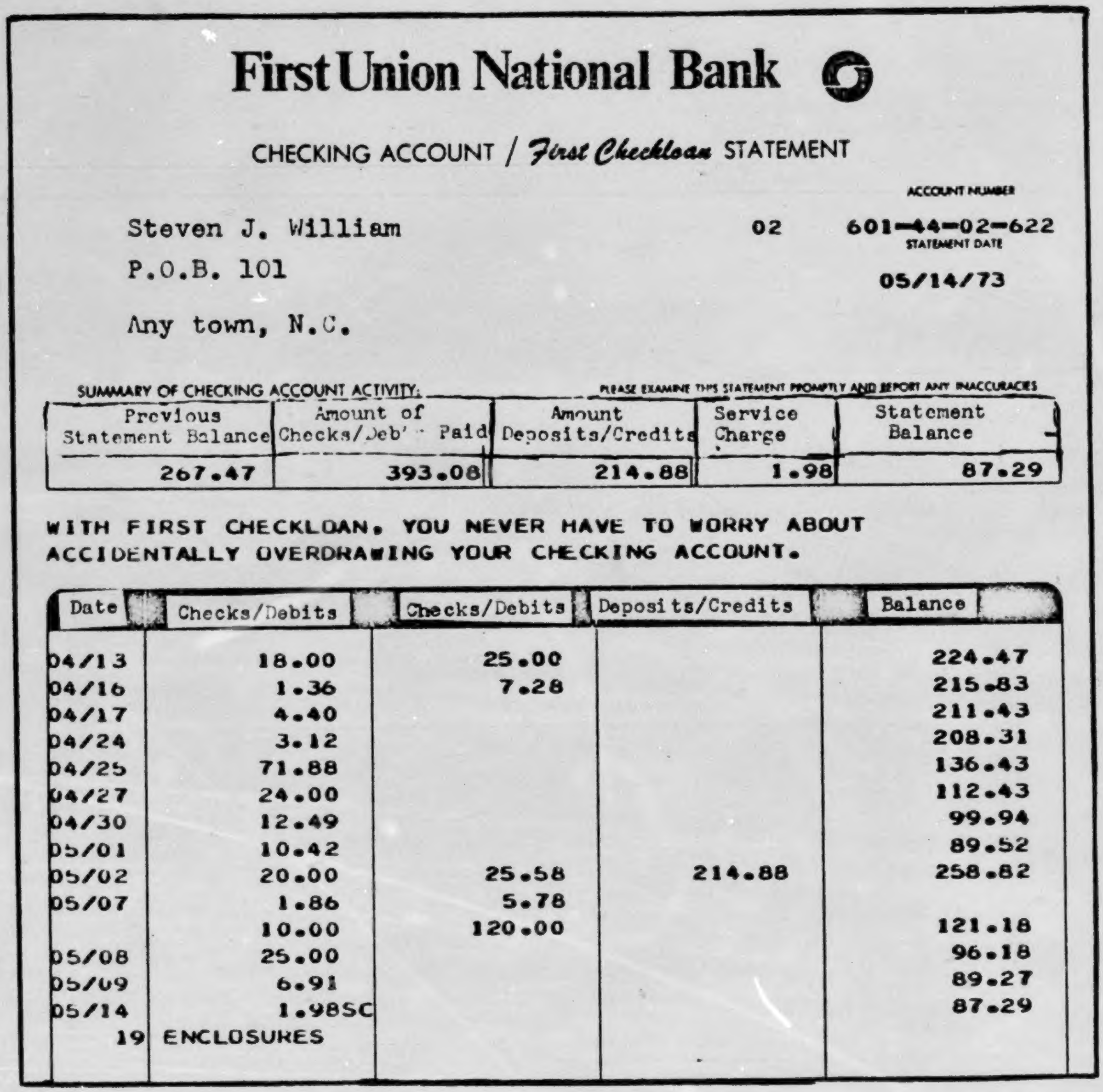


8. A. If you added lines A, B, and C together, how long would the new line be?

   ____

   B. How much longer is line B than line A?______________

   C. How much shorter is line B than line C?______________



First Union National Bank

CHECKING ACCOUNT / *First Checkloan* STATEMENT

Steven J. William
P.O.B. 101

Any town, N.C.

02

ACCOUNT NUMBER 601-44-02-622

STATEMENT DATE 05/14/73

SUMMARY OF CHECKING ACCOUNT ACTIVITY: PLEASE EXAMINE THIS STATEMENT PROMPTLY AND REPORT ANY INACCURACIES

Previous Statement Balance	Amount of Checks/Debits Paid	Amount Deposits/Credits	Service Charge	Statement Balance
267.47	393.08	214.88	1.98	87.29

WITH FIRST CHECKLOAN, YOU NEVER HAVE TO WORRY ABOUT ACCIDENTALLY OVERDRAWING YOUR CHECKING ACCOUNT.

Date	Checks/Debits	Checks/Debits	Deposits/Credits	Balance
04/13	18.00	25.00		224.47
04/16	1.36	7.28		215.83
04/17	4.40			211.43
04/24	3.12			208.31
04/25	71.88			136.43
04/27	24.00			112.43
04/30	12.49			99.94
05/01	10.42			89.52
05/02	20.00	25.58	214.88	258.82
05/07	1.86	5.78		
	10.00	120.00		121.18
05/08	25.00			96.18
05/09	6.91			89.27
05/14	1.98SC			87.29
19	ENCLOSURES			

9. This is a bank statement for a checking account. Please answer the following questions:

A. What was the amount of the previous balance?____________________

B. On May 1, 1973, a check was written for what amount?____________________

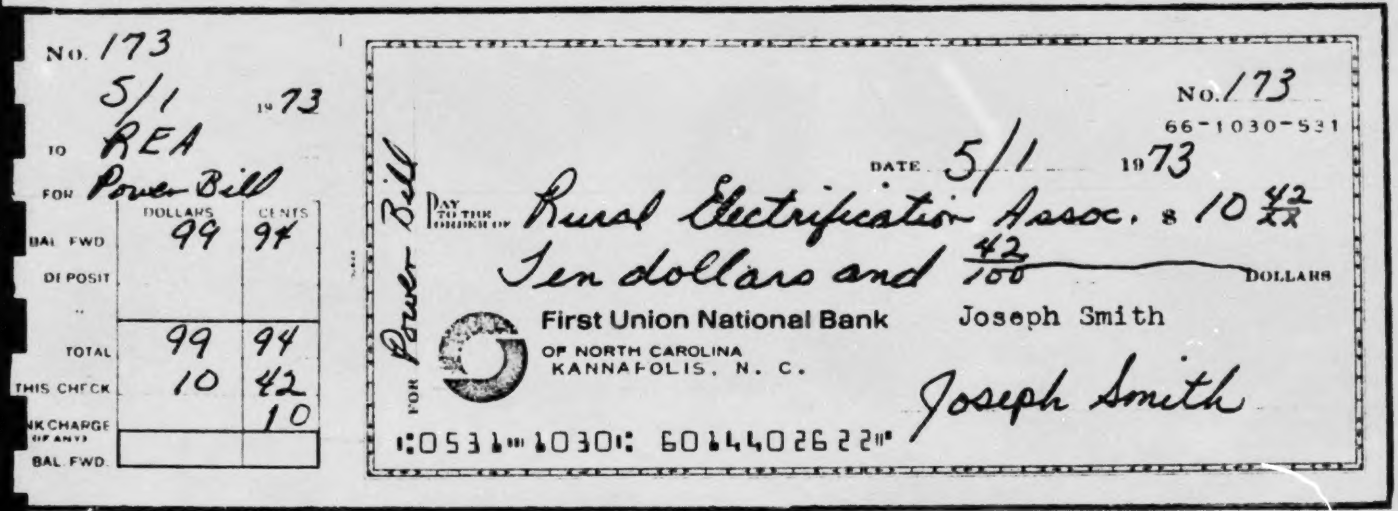
C. What is the total of all the checks written from April 13 until May 14?

____

D. The amount of the deposit made is____________________.

E. Was there any charges for the service from the bank?____________________

F. How much does Steven J. Willam have in the bank now?____________________



No. 173

5/1 19 73

TO REA

FOR Power Bill

	DOLLARS	CENTS
BAL. FWD.	99	94
DEPOSIT		
TOTAL	99	94
THIS CHECK	10	42
NK CHARGE (IF ANY)		10
BAL. FWD.		

No. 173

66-1030-531

DATE 5/1 1973

PAY TO THE ORDER OF Rural Electrification Assoc. $ 10 42/xx

Ten dollars and 42/100 DOLLARS

First Union National Bank
OF NORTH CAROLINA
KANNAPOLIS, N. C.

Joseph Smith

Joseph Smith

FOR Power Bill

⑆0531⑈1030⑆ 6014402622⑈

10. This is a check from a checking account. Please answer the following:

A. Who wrote the check?______________________________

B. Who is the check written to?______________________________

C. What is the check written for?______________________________

D. How much is the check written for?______________________________

E. How much was in the bank before the check was written?________________

F. How much is the balance of the account after the check and the 10¢ service charge is taken out?____________________

11. These are two thermometers.

A. What was the temperature in the morning?

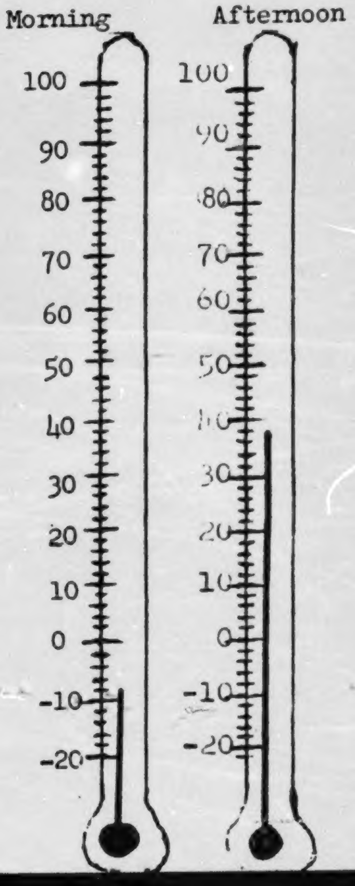
____

B. What was the temperature in the afternoon?

____

C. What was the total temperature rise for the day?

____



Oil Burners

HOME HEATING CO RFD 9..........926-8147
INDUSTRIAL BURNERS INC
[illegible] S C 803 288-6690
VOLUNTEER OIL CO 2200 E Fairview av 926-2171

Oil Burners–Servicing

Home Heating Co RFD 9 926-8147
VOLUNTEER OIL CO 2200 E Fairview av. 926-2171

Oil Marketers

ESSO OIL PRODUCTS—
See Exxon Oil Products Under This Classification

EXXON® OIL PRODUCTS

GASOLINE & DIESEL FUEL
MOTOR OILS & GREASES
BURNER OILS

EXXON

"WHERE TO GET SERVICE"
FOSTER R Y EXXON DISTRIBUTOR
208 Crown 928-5331

Oils–Fuel

ARCO HEATING OIL

Premium Quality
Heating Oil
Petroleum
Products Of Atlantic Richfield Company

ARCO Heat

"WHERE TO CALL"
DEALER
TERRELL OIL CO
New Jonesboro Hwy 928-7241

Cummins Jack W Inc 101 New...........928-3105
ESSO HEATING OIL—
See Exxon Heating Oil Under This Classification

Oils–Fuel–(cont'd)

EXXON® HEATING OIL

Watchdog®
Oil Heat Service

Quality Heating Oil
Oil Burner Service
Oil Heat Equipment

EXXON

"WHERE TO CALL"
DISTRIBUTOR
FOSTER R Y EXXON DISTRIBUTOR
208 Crown 928-5331

FOSTER R Y EXXON DISTRIBUTOR
208 Crown 928-5331
208 Crown 926-6451
(See Advertisement This Page)

GULF HEATING OIL

GULF OIL HEAT
FOR
CLEAN HOME COMFORT

Gulf oil heat

"WHERE TO BUY IT"
THOMAS PETROLEUM PRODUCTS INC
W Walnut & Lake............926-3125

HARMAN OIL CO 724 W Walnut........926-9164
HOLSTON OIL CO 101 N Broadway.....926-7141
Lacy & Cross Oil Co 716 W Walnut.......926-5166
ROYAL OIL CO Sunset dr..............926-2126
SUPER OIL COMPANY Sunset dr......926-2126

TEXACO FUEL OIL

KEROSENE
METERED
PRINTED
TICKETS
PROMPT DELIVERY

TEXACO
HEATING OIL

"FOR SERVICE CALL"
DISTRIBUTOR
HOLSTON OIL CO 101 N Broadway..926-7141

Thomas Petroleum Products Inc
W Walnut & Lake..............926-3125

UNION 76 FUEL OIL

A UNION 76 PRODUCT
CLEAN BURNING
FUEL OILS - KEROSENE
TOP VALUE STAMPS

HEATING OIL
76

"WHERE TO CALL"
DISTRIBUTOR
Lacy & Cross Oil Co 716 W Walnut 926-5166

VOLUNTEER OIL CO
24 Hour Service
2200 E Fairview av 926-2171
(See Advertisement This Page)
Washington Farmers Cooperative
Depot ....Jonesboro 753-6156
WATAUGA OIL CO
Distributor Of Wolf's Head Motor Oil
312 Millard 926-1333

FUEL OIL

PROMPT DELIVERY
METERED SERVICE

EXXON
Heating Oil

928-5331 or 926-6451

R. Y. FOSTER
EXXON DISTRIBUTOR
208 CROWN JOHNSON CITY TENN

RADIO DISPATCHED TRUCKS
Automatic Delivery - Degree Day Controlled
- THERMO PRODUCTS
- SEIGLER HEATING EQUIP.
- OIL BURNER SERVICE
- STORAGE TANKS
- METERED DELIVERY
- BUDGET PLAN
- POWER-VAC CLEANING SERVICE

REX DE BORD DISTRIBUTOR

Day or Night **926-2171**
VOLUNTEER OIL CO
2200 E. Fairview Av. Johnson City, Tenn.

12. This is a section from the yellow pages of your telephone book. You need to by an oil heater for the coming winter.

A. Which two oil companies could you call?

____

B. List an oil company, besides the one you bought the heater from, that would service your heater.

____

C. You need to buy oil fuel for the winter. Name a company that will provide metered service.

____

D. Which companies give stamps?_______________________________

E. Which company would be the one you call?____________________

Why?____

____

76 Professional—Rasnake JOHNSON CITY

PROFESSIONAL PHARMACY
Professional Bldg 926-4621
Professional Pharmacy
Professional Bldg 926-8331
Professional Snack Bar
Professional Ofc Bldg.......... 929-1471
Proffitt Billy O RFD 4 926-3847
Proffitt Curtis r RFD 5 Jonesboro Tenn 928-9559
Proffitt D R r 315 Princeton rd........ 928-6379
Proffitt Floyd r RFD 2.............. 928-3665
Proffitt Fred L r 807 Hillrise blvd...... 928-5825
Proffitt H L r 1003 Friar Tuck rd...... 926-2862
Proffitt Jack L r RFD 8. 928-7619
Proffitt Jerry Heritage Trailer Pk..... 926-3308
Proffitt Lane r RFD 5................ 926-5082
Proffitt Nell r RFD 1................. 928-5049
Proffitt Ralph r RFD 5............... 928-7459
Proffitt Realty Co RFD 4............ 926-3847
Proffitt Ronald D r 2610 Louise....... 928-1278
Proffitt Ross r 504 Glendale dr........ 928-6348
Profitt J L r 105 E Main............. 928-7837
Profitt Lillian r 1604 Carter av........ 926-7642
Propst C B r 312 Hamilton........... 926-5398
Protection Service Inc 1400 E Millard .. 928-2011
PROVIDENT LIFE & ACCIDENT INSURANCE CO 2101 N Roan.............. 926-8938
If no answer call 926-9697
Prudential Insurance Co Of America The
District Agencies' Ofc
215 W Watauga av......... 926-9022
If no answer call Long
Distance . . Gastonia N C 704 864-3444
Brokerage Ofc
Professional Ofc Bldg....... 928-2177
Ordinary Office
Professional Ofc Bldg 928-2177
Pruett James W r 4009 Sanford dr...... 928-2613
Pruitt James A r RFD 5 Jonesboro..... 477-7891
Pruner V L 31 Montrose Apts......... 929-2890
Pryor Amos r 808 Garland dr........... 928-3353
Pusimer Harold G r
Liberty Church rd Kingsport Tenn 477-3396
Pub The Miracle Mall.............. 926-8701
Miracle Mall 928-9955
Public Schools—See (Johnson City, City of)
Publix Discount Food Market King 926-2611
Publix Super Market No 2
RFD 4 Jonesboro Tenn......... 929-9876
Puckett Belle Realtor 300 N Boone...... 926-5331
PUCKETT BELLE REALTOR
300 N Boone.................. 926-6661
Puckett Don RFD 1................ 928-6108
Puckett Gordie r Green Valley Sub Div .. 928-5789
Puckett Grocery 511 Forest av 926-5383
Puckett Howard r 900 E Lakeview dr... 928-510
PUCKETT J F JR ofc 316 E Main 926-315
Residence 1107 Woodmont dr...... 926-08
Puckett Jackie Lee 410 Orleans 926-4
Puckett Jeff Jr RFD 4 929
P
P
P
P

to obtain the distant area code

Area codes for frequently called cities are on pages 7, 8. If the place you want is not listed, dial "OPERATOR."

to reach long distance directory assistance

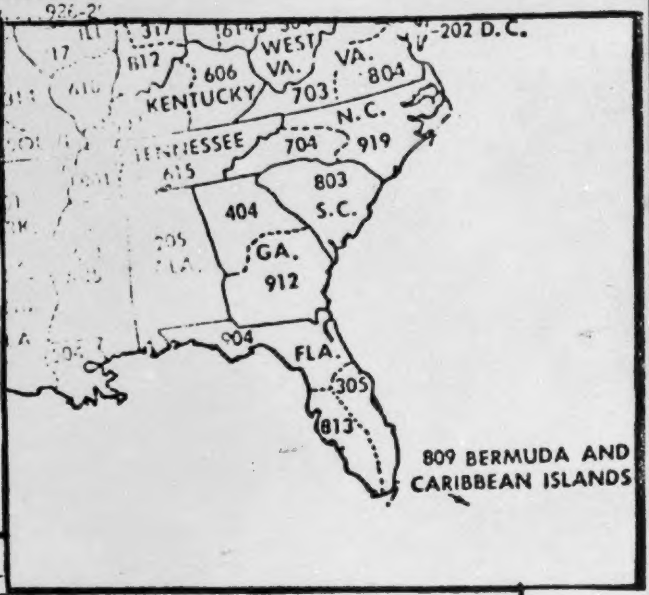
- Dial "1", then the area code for the place you want, then 555-1212. For numbers in Area 704 dial "1", then 555-1212
- Tell the operator the city or town, then the name or place you want
- There is no charge for calls to directory assistance

QUALITY EXXON SERVICENTER
601 N Roan.................... 926-2641
601 N Roan.................... 928-9382
Quality Memorials 1807 Oakland av... 928-7923
Qualls Elizabeth r 876 Pardee 926-1282
Qualls Frank P 2016 E Myrtle av.... 928-9680
Quarles Clyde E r 305 Bonita dr....... 928-0786
Quarles Larry 1212 E Chilhowie av... 928-7090
Queen Donna 729 E Maple............ 928-1979
Queen Galen S 507 E Unaka av....... 926-5349
Queen Grover L 410 Hamilton......... 926-3903
Queen Shiftley r RFD 4 Jonesboro Tenn . 477-7244
Quenelle Fred W r 214 Bonita dr...... 928-8654
QUICK COPIES OF JOHNSON CITY
126 Spring 929-2883
QUICK WAY ENGINE CO
417 Clay Kingsport Tenn
Call Long Distance Kingsport Tenn 245-3641
QUIK LAUNDRY & CLEANING
425 W Walnut.................. 928-920
Quillen Charles L RFD 9 Jonesboro Tenn. 477-73
Quillen & Peterson Rug Co
303 W Market.................. 928-9
Quillen R G DDS r 702 E Holston av.... 926-2
Quillen Reeves M r 2602 1st.....
Quillin Ralph B r 201 Choctaw...
Quinn Don O r 7 Madison Ct.....
Quinton Essie Mrs r 502 Steele...
Quinton Roy r RFD 2..........
Quinton Sam r 418 Hamilton....
Quisenberry Margaret Miss
3 Terrace Apts..........

R

R E A EXPRESS—See REA Expre
Raab Carl F r 1702 Lakeview d
Rabb Marie Mrs 312 W Mapl
Rabon Donald W
C-207 Married S
Rabun W F r 1100
Rader A F r RF
Rader Don
Rader
P

RAM IN
Ram
Rar
Ra
R



your area code is 704

to call within area 704 _________ ***dial "1"*** then the telephone number. If the operator asks for your number, give the one from which you are calling

for example

to call 955-0915 in Asheville ***dial "1"*** then 955-0915

to call outside area 704 _____________ ***dial "1"*** then the distant area code and telephone number. If the operator asks for your number, give the one from which you are calling

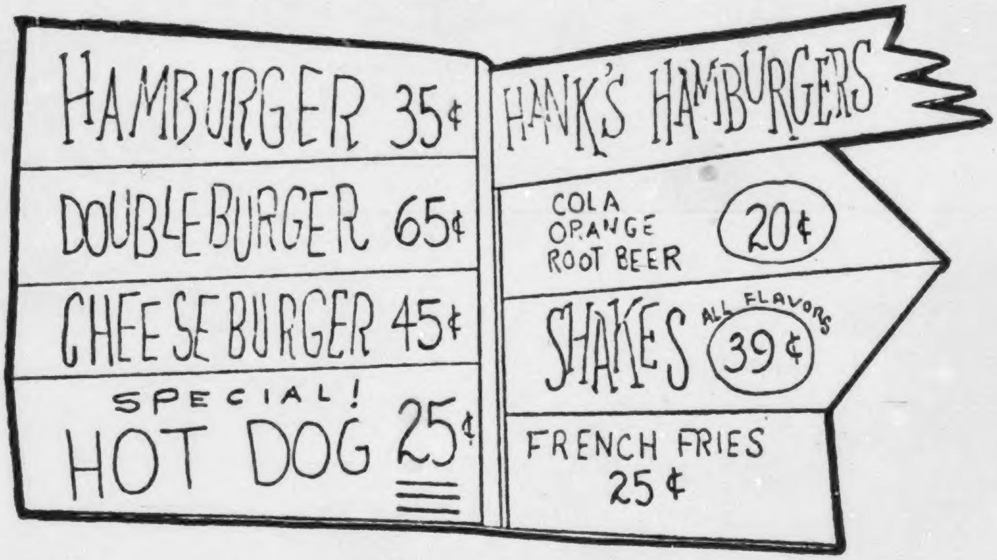
for example

to call 955-1087 in Raleigh ***dial "1"*** then area code 919 then 955-1087

13. This is a page form the Johnson City, Tennessee telephone book.

A. Write the number you would call to reach Jack Proffitt. (direct)

B. If you wanted to call Douglas McKinney in Greenville, South Carolina, but you did not know his number, what number would you call to ask for information in his area code?______________________________


HAMBURGER 35¢
DOUBLEBURGER 65¢
CHEESEBURGER 45¢
SPECIAL!
HOT DOG 25¢
HANK'S HAMBURGERS
COLA
ORANGE
ROOT BEER
20¢
SHAKES
ALL FLAVORS
39¢
FRENCH FRIES
25¢

14. Use the above menu to answer the following. Do not allow for sales tax!

A. What is the cost of 3 doubleburgers?

_____$1.30

_____$1.50

_____$1.95

_____$2.15

B. Ed took his girlfriend, Gloria to Hank's Hamburgers after the movie. She got a cheeseburger, french fries, and a cola. Ed ordered 2 doubleburgers, french fries, and a chocolate shake. How much did Ed's bill come to?

_____$1.74

_____$2.48

_____$2.64

_____$2.84

C. Ed ordered 3 hot dogs and a cola for lunch one day. Bill had a cheeseburger, a doubleburger, and an orange. How much more did Bill have to pay than Ed?

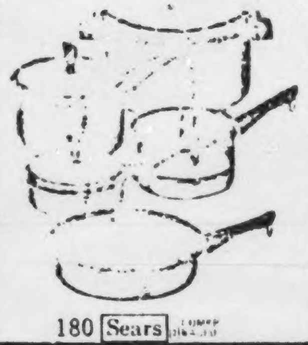
_____70¢

_____40¢

_____25¢

_____35¢

15. Suppose you are interested in purchasing a new mailbox and one of the other items shown on this page. Please fill in the order blank so that you will recieve the items.

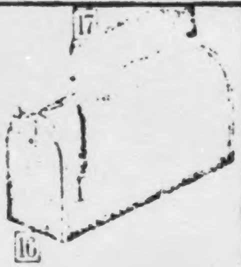


Even at this low price, an 8 pc. Stainless Steel Cookware Set which has A SKILLET WITH HEAT CORE

Only $19.99

Stay cool plastic handles and knobs. Snug fitting lids help keep food moist and flavorful. Carbon steel heat core in skillet reduces "hot spots" for more even heating. Hang up rings. **8-piece set includes:** 1 qt. covered saucepan; 2 qt. covered double boiler; 5 qt. covered Dutch oven (cover fits skillet); 10¼-in. open skillet.

11 G 24048 -- Wt. 8 lbs. 12 oz. . . Set $19.99



re No. 1 Mailboxes. Postmaster General approved. 18½x [illegible] in. Order name plate (17) below. Weather-resistant

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
9445	Galv. steel	Aluminum	[illegible] lbs. 1 oz.	$2.49
4454	Galv. steel	Black w/ [illegible]	[illegible] lbs. 1 oz.	4.99
[illegible]	Aluminum	None	[illegible] pounds	3.95

No. 2 Mailbox. Galvanized steel. Extra large size. Alumi
m finish. [illegible] x 11 inches. Order name plate (17) below.
G 9448C – Shipping weight 21 pounds . . . $9.39

Spray-Steam-Dry Iron

Polished aluminum 25-vent soleplate $11.79

Steams 30 minutes at low setting, has convenient pushbutton sprinkling on any setting. Bright polished chrome plated body. Black plastic handle has 8 foot reversible cord for right or left hand ironing. Seven-ounce water tank. Up front controls give you thumb-tip steam control. Just flip switch to shift from dry to steam ironing. Polished aluminum soleplate has full button bevel.

Shipping weight 3 pounds 10 ounces.

34 G 6240 . . . $11.79

SEARS, ROEBUCK AND CO.
GREENSBORO, NC 27480

Sears

Date________________19____

PLEASE BE SURE TO INCLUDE ZIP CODE IN YOUR ADDRESS

PLEASE DO NOT WRITE IN THIS SPACE

%2-0- ___ - ___ CR
NO. ORDERS BATCH NO.

%3-0- - - -5- - & CR
OP. NO. OR. NO. NO. LN. TP. SL. MTH. SHP. ADJ. CASH

⋈ ___ ⋈ ___ & - CR
ACCT. NO. TERMS CONT. LIFE DEF. CODE

/E - - - CR
Brch CODE SHIP CHGE. TAX % ZONE

All members of the same household should order under one name

PLEASE PRINT PLAINLY ONE LETTER IN EACH SQUARE

MY SEARS CREDIT ACCOUNT NUMBER IS. ⋈

PLEASE DO NOT WRITE IN THIS SPACE ⋈ ___ & ___ - ___

FIRST NAME MIDDLE INITIAL LAST NAME

NAME— &

Mailing Address &

Post Office State

Telephone No __________ Zip Code CR

STATE COLOR OR PATTERN CHOICE BY NUMBER WHERE REQUESTED

	CATALOG NUMBER		HOW MANY	NAME OF ITEM		COLOR NO. Pattern, Finish, Etc.	SIZE Measure to be sure	PRICE Ea., Yd., Pr., Etc.			TOTAL Dollars	PRICE Cents	SHPG. Lbs.	WT. Oz.
1		—			—					&				
2		—			—					&				
3		—			—					&				

NORTH CAROLINA or **WEST VIRGINIA** customers, add 3c tax for every dollar's worth of goods. North Carolina customers residing in Guilford County, add local tax of 1%.

TENNESSEE customers, add 3½c tax for every dollar's worth of goods. Also, add local tax if required by your city or county.

SOUTH CAROLINA or **VIRGINIA** customers add 4c tax for every dollar's worth of goods.

KENTUCKY customers add 5c tax for every dollar's worth of goods.

Tax rates based on information available at time of printing and subject to change.

TOTAL FOR GOODS				Total Pounds / Total Ounces
← AMOUNT FOR TAX				Total Weight in Pounds
If credit order, we will figure and fill this in for you — POSTAGE				Enter Parcel Post Zone No.
Amount I owe Sears on previous order				
TOTAL CASH PRICE				See yellow pages for shipping information
AMOUNT ENCLOSED	Sears Checks			G
	Money Order or Check			Sears 273

Add this to my

☐ SEARS REVOLVING CHARGE ACCOUNT,
☐ SEARS EASY PAYMENT PLAN or
☐ MODERNIZING CREDIT PLAN RETAIL INSTALLMENT CONTRACT AND SECURITY AGREEMENT, which is incorporated herein by reference.

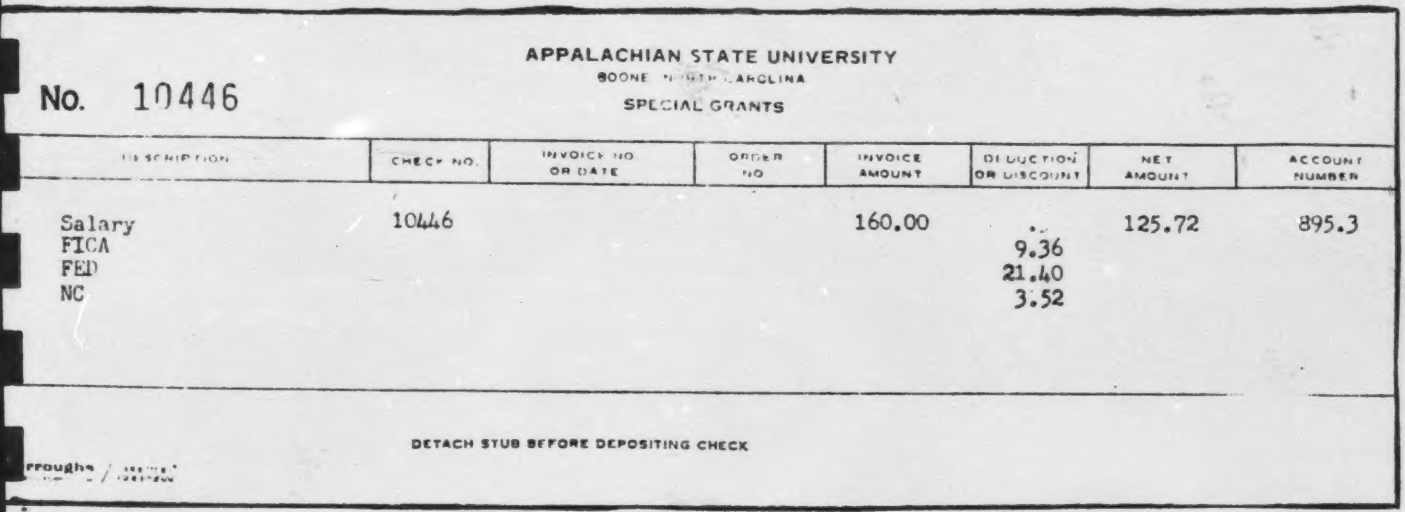
ENTER ACCOUNT NUMBER IN THE SPACE PROVIDED ABOVE
AT WHICH SEARS STORE IS YOUR ACCOUNT CARRIED? __________
(DO NOT SEND IDENTIFICATION CARD OR PLATE)

Signature of the Head of Household________________
(WRITE—DO NOT PRINT)

16. When Jack gets his pay check every two weeks, a stub similar to this one is always attached. He saves these 'till income tax forms are to be filled out. Please answer the following questions about Jack's paycheck.

A. How much did Jack make in the two week period, before anything was taken out?____________________________

B. How much federal tax was taken from his paycheck?____________________



No. 10446

APPALACHIAN STATE UNIVERSITY
BOONE NORTH CAROLINA
SPECIAL GRANTS

DESCRIPTION	CHECK NO.	INVOICE NO. OR DATE	ORDER NO	INVOICE AMOUNT	DEDUCTION OR DISCOUNT	NET AMOUNT	ACCOUNT NUMBER
Salary	10446			160.00		125.72	895.3
FICA					9.36		
FED					21.40		
NC					3.52		

DETACH STUB BEFORE DEPOSITING CHECK

rroughs

C. How much state tax was taken from Jack's paycheck?____________________

D. What kind of payment is FICA?

______for company insurance

______for personal insurance

______for social security

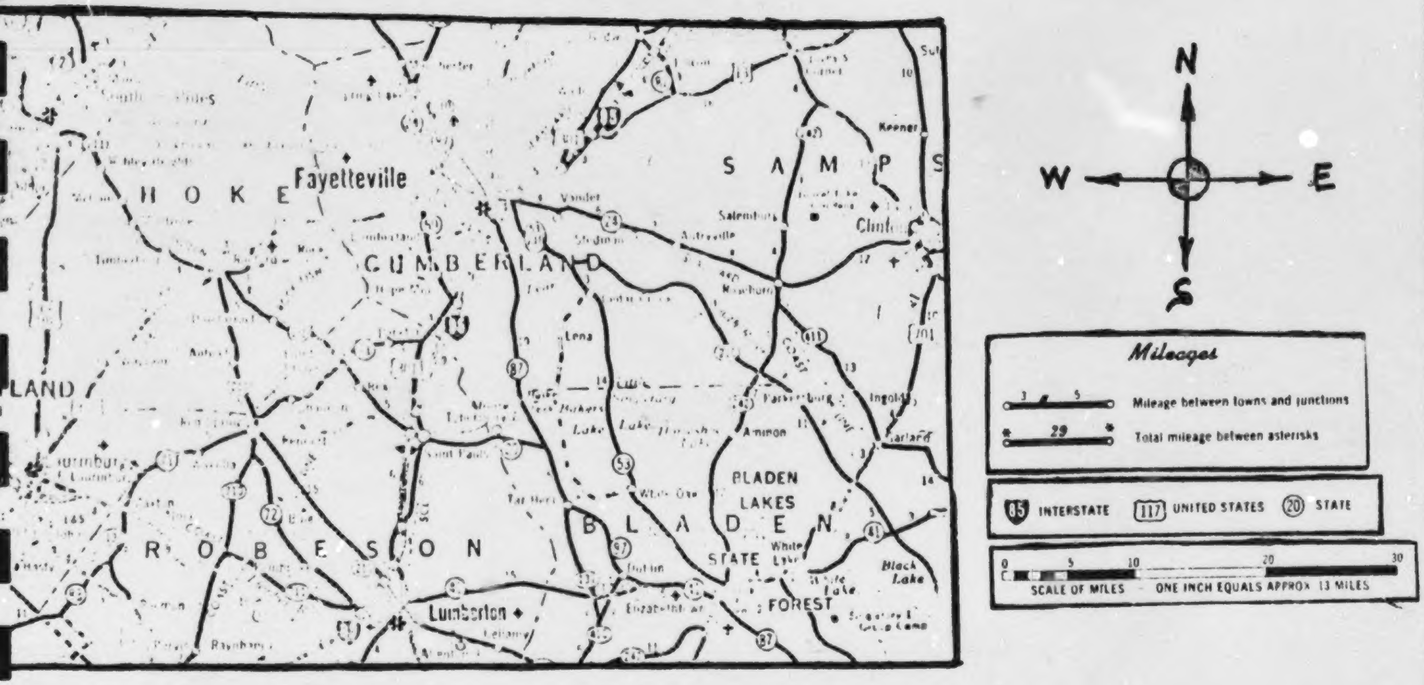
______for another government tax

E. What is the total amount of deductions from Jack's earnings?

____

F. How much did Jack take home from his original earnings, after the deductions were subtracted?______________________

17. This is a portion of the North Carolina road map. Please answer the following:


HOKE
Fayetteville
CUMBERLAND
SAMPSON
Clinton
ROBESON
BLADEN
BLADEN LAKES STATE FOREST
Lumberton
LAND
N
W
E
S
Mileages
Mileage between towns and junctions
Total mileage between asterisks
INTERSTATE
UNITED STATES
STATE
SCALE OF MILES
ONE INCH EQUALS APPROX 13 MILES

A. How many miles is it from Southern Pines to Laurinburg, S.C.?

___21 miles

___28 miles

___33 miles

___37 miles

B. What direction is Lumberton from Fayetteville?

___South

___North

___Southeast

___West

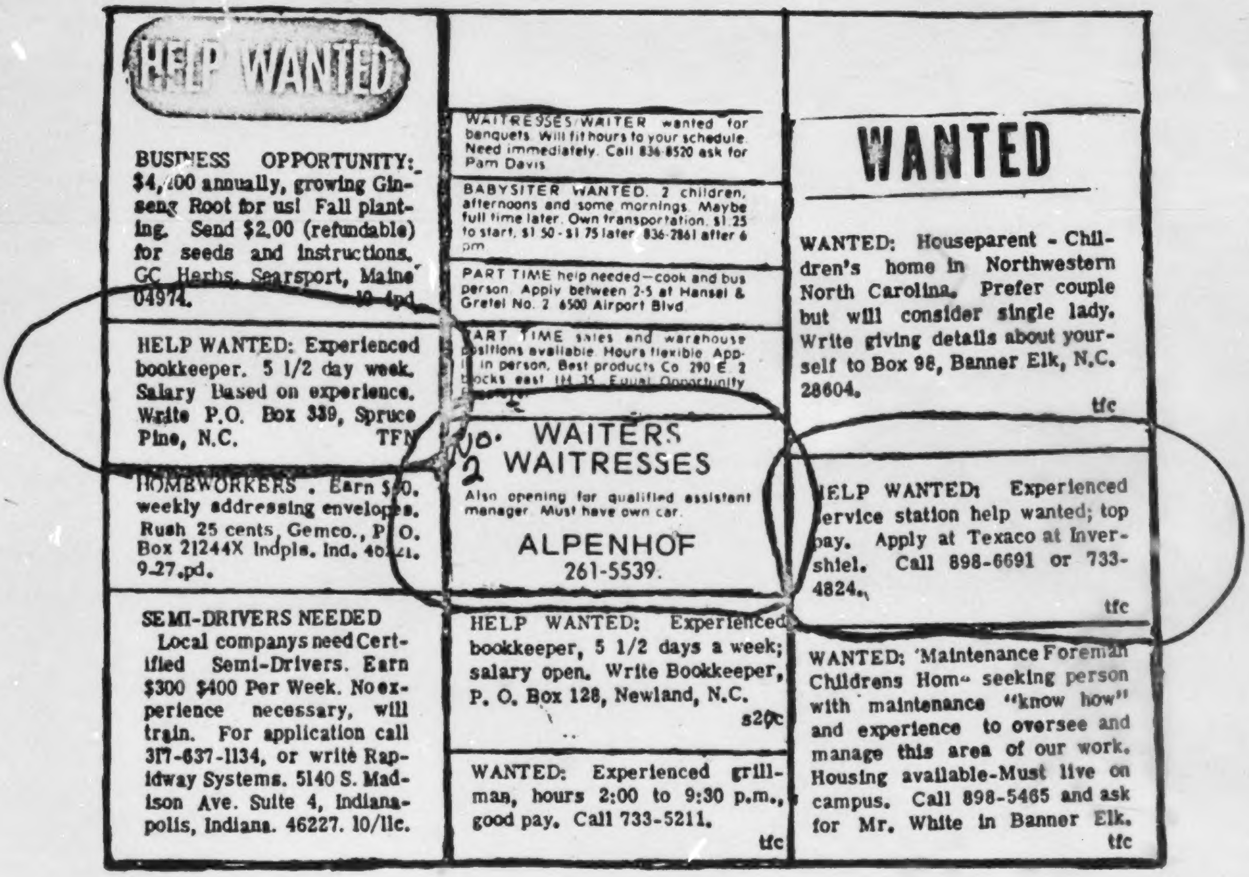
C. Which highway would you take to go from Fayetteville to Clinton?

___13 East

___87 South

___401 North

___24 East



HELP WANTED

BUSINESS OPPORTUNITY: $4,400 annually, growing Ginseng Root for us! Fall planting. Send $2.00 (refundable) for seeds and instructions. GC Herbs, Searsport, Maine 04974. 10-4pd

HELP WANTED: Experienced bookkeeper. 5 1/2 day week. Salary Based on experience. Write P.O. Box 339, Spruce Pine, N.C. TFN

HOMEWORKERS . Earn $0. weekly addressing envelopes. Rush 25 cents, Gemco., P O. Box 21244X Indpls. Ind. 4021. 9-27.pd.

SEMI-DRIVERS NEEDED
Local companys need Certified Semi-Drivers. Earn $300 $400 Per Week. No experience necessary, will train. For application call 317-637-1134, or write Rapidway Systems. 5140 S. Madison Ave. Suite 4, Indianapolis, Indiana. 46227. 10/11c.

WAITRESSES/WAITER wanted for banquets. Will fit hours to your schedule. Need immediately. Call 836-8520 ask for Pam Davis

BABYSITER WANTED. 2 children, afternoons and some mornings. Maybe full time later. Own transportation. $1.25 to start, $1.50 - $1.75 later. 836-2861 after 6 pm

PART TIME help needed—cook and bus person. Apply between 2-5 at Hansel & Gretel No. 2 6500 Airport Blvd.

ART TIME sales and warehouse ositions available. Hours flexible. Appl in person, Best products Co 290 E. 2 ocks east IH 35. Equal Opportunity

No. 2

WAITERS
WAITRESSES
Also opening for qualified assistant manager. Must have own car.
ALPENHOF
261-5539.

HELP WANTED: Experienced bookkeeper, 5 1/2 days a week; salary open. Write Bookkeeper, P. O. Box 128, Newland, N.C. s20c

WANTED: Experienced grillman, hours 2:00 to 9:30 p.m., good pay. Call 733-5211. tfc

WANTED

WANTED: Houseparent - Children's home in Northwestern North Carolina. Prefer couple but will consider single lady. Write giving details about yourself to Box 98, Banner Elk, N.C. 28604. tfc

ELP WANTED: Experienced ervice station help wanted; top ay. Apply at Texaco at Invershiel. Call 898-6691 or 733-4824. tfc

WANTED: 'Maintenance Foreman Childrens Home seeking person with maintenance "know how" and experience to oversee and manage this area of our work. Housing available-Must live on campus. Call 898-5465 and ask for Mr. White in Banner Elk. tfc

18. This is a help wanted ad from a local newspaper. Choose number 1, number 2, or number 3. Put a check mark on the one you choose to use to answer the following:

A. What are some of the questions that you will be asked when you apply for the job?____________________________________

____

____

____

B. Name some of the things you would ask about, if you were interested in this job?____

____

____

W1AA1

NOW WE HAVE SOME QUESTIONS ABOUT YOUR VIEWS

This section will only take
several minutes.

THE WORLD AROUND ME

Here are some questions that ask how you feel about certain things. There is no right answer; we just want to know how you feel.

If you think a statement is really true, and you really agree with it, put a circle around YES .

Around here, it gets cold in the winter. [✓ YES] yes ? no NO

If you think it is cold, but not very cold, circle yes .

Around here, it gets cold in the winter. YES [✓ yes] ? no NO

If you are not sure, circle ? .

Around here, it gets cold in the winter. YES yes [✓ ?] no NO

If you don't think it gets cold, circle no .

Around here, it gets cold in the winter. YES yes ? [✓ no] NO

If you really don't think that it gets cold, circle NO .

Around here, it gets cold in the winter. YES yes ? no [✓ NO]

When you think about it, what is the "good life" for you? The good life is . . . .

Having a good job	YES	yes	?	no	NO
Getting along with others	YES	yes	?	no	NO
Having peace	YES	yes	?	no	NO
Being proud of what you are	YES	yes	?	no	NO
Doing what you want to do	YES	yes	?	no	NO
Liking yourself	YES	yes	?	no	NO
Having security	YES	yes	?	no	NO
Being strong and powerful	YES	yes	?	no	NO
Being able to figure things out	YES	yes	?	no	NO
Being happy	YES	yes	?	no	NO
Having plenty of money	YES	yes	?	no	NO
Being respected	YES	yes	?	no	NO

Without schools this country would go downhill.	YES	yes	?	no	NO
Teachers don't really care about students.	YES	yes	?	no	NO
Education increases the hatreds that lead to wars.	YES	yes	?	no	NO
Most children don't seem to get anything out of school.	YES	yes	?	no	NO
Most children feel good about themselves in school.	YES	yes	?	no	NO
If a person doesn't finish school he won't be respected.	YES	yes	?	no	NO
Education doesn't teach cooperation.	YES	yes	?	no	NO
Education earns you respect.	YES	yes	?	no	NO
If you want a nice place to live and a good family, it helps to have an education.	YES	yes	?	no	NO
Schools keep people caged up.	YES	yes	?	no	NO
School wasted my time.	YES	yes	?	no	NO
It's not true that finishing school gets you a good job.	YES	yes	?	no	NO
Education helps you become a happy person.	YES	yes	?	no	NO
Schools don't teach the things that count.	YES	yes	?	no	NO

It doesn't matter what I do, I still have hard luck.	YES	yes	?	no	NO
People should live for today and let tomorrow take care of itself.	YES	yes	?	no	NO
People can actually do very little to change their lives.	YES	yes	?	no	NO
A person who is really good can get a job anytime.	YES	yes	?	no	NO
In our country, people have control over what happens to them.	YES	yes	?	no	NO
A person really has little control over his own fate.	YES	yes	?	no	NO
If you get an education, you have a better chance to do what you want.	YES	yes	?	no	NO
Education gives you power.	YES	yes	?	no	NO
Just being educated won't make people like you.	YES	yes	?	no	NO
Adults can't find a place in the schools.	YES	yes	?	no	NO
The more you go to school the more you can figure things out.	YES	yes	?	no	NO
Schools are really O.K. right now.	YES	yes	?	no	NO

In school people learn to figure things out.	YES	yes	?	no	NO
Schools teach you how to get along with other people.	YES	yes	?	no	NO
If young people work hard, they will do well.	YES	yes	?	no	NO
People who work hard earn big money.	YES	yes	?	no	NO
People who work hard always get ahead.	YES	yes	?	no	NO
You should always be willing to admit mistakes.	YES	yes	?	no	NO
People get what they deserve.	YES	yes	?	no	NO
With me, luck is pretty important.	YES	yes	?	no	NO
To get a good job, you have to be at the right place at the right time.	YES	yes	?	no	NO
There is not much that the little guy can do about politics.	YES	yes	?	no	NO
There is really no such thing as luck.	YES	yes	?	no	NO
Everything I have I got by hard work.	YES	yes	?	no	NO

Cooing Behaviors

Please tell us some things about yourself.

1. Are you: male____ or female____? (check one)

2. Do you use road maps? Yes____. No____.

3. Do you read magazines? Yes____. No____.

4. If you do read magazines, would you please list several that you enjoy reading?

______________________ ______________________

______________________ ______________________

5. Do you sew? Yes____. No____.

6. If you sew: do you sometimes use a pattern for sewing clothes?
Yes____. No____.

7. Do you read the sports page in the newspaper?
Yes____. No____.

8. Do you do most of the cooking in your household?
Yes____. No____.

9. Do you use recipes? Yes____. Sometimes____. No____.

10. Do you use order catalogs?
For clothing? Yes___. Sometimes____. No____.
For toys? Yes___. Sometimes____. No____.
For household goods? Yes____. Sometimes____. No____.

11. Do you read the Bible at home? Yes____. No____.

12. Do you use the yellow pages of the telephone book?

Yes____. Sometimes____. No____.

13. Do you read instruction manuals? Yes____. Sometimes____. No____.

14. Do you use a library? Yes____. No____.

15. If you have children, do any of them use a library?

Yes____. No____. I don't have children____.

16. If you have a school-aged child, do you visit your child's teacher? Yes____. Sometimes____. No____.

17. Do you can vegetables? Yes____. Sometimes____. No____.

18. Do you read the women's page in the newspaper? Yes____. No____.

19. Do you read the newspaper ads when you want to buy something?

Yes____. Sometimes____. No____.

20. Do you ever buy things that you have learned about on the radio or T.V. ? Yes____. Sometimes____. No____.

21. Have you looked at the newspaper ads to find a job?

Yes____. No____.

THE LIBRARY IN MY COMMUNITY

Date_______________________________________

Name_______________________________________

Where taken________________________________

We would like to know more about you and your library. Please answer the following if you would.

1. Are you Male________or Female_________?

2. Do you read books______, magazines_______, newspapers_______?

3. Do you know where your community library is?__________________

   Where?____

   Who is the librarian?______________________________________

4. Do you go to the library? Check one.

   _____frequently

   _____often

   _____occasionally

   _____every once and a while

   _____never

5. I read more in the summer_____, fall____, winter____, spring_____.

6. Do your children go to the library?______________

7. Do you read to your children?_________________________

8. What do you go to the library for? Check as many as may apply to you.

   ___books

   ___exhibits

   ___magazines

   ___to read the paper

   ___to get a pattern

   ___to sit and talk

   ___others

   if so, what_____________________

   ____

THE LIBRARY IN MY COMMUNITY

Here are some questions that ask how you feel about certain things concerning you and the library. There are no right answers: we just want to know how you feel.

If you think the statement is really true, and you really agree with it, put a circle around YES.

Around here, it gets cold in the winter. [✓ YES] yes ? no NO

If you think it is cold, but not very cold, circle yes.

Around here, it gets cold in the winter. YES [✓ yes] ? no NO

If you are not sure, circle ?

Around here, it gets cold in the winter. YES yes [✓ ?] no NO

If you don't think it gets cold, circle no.

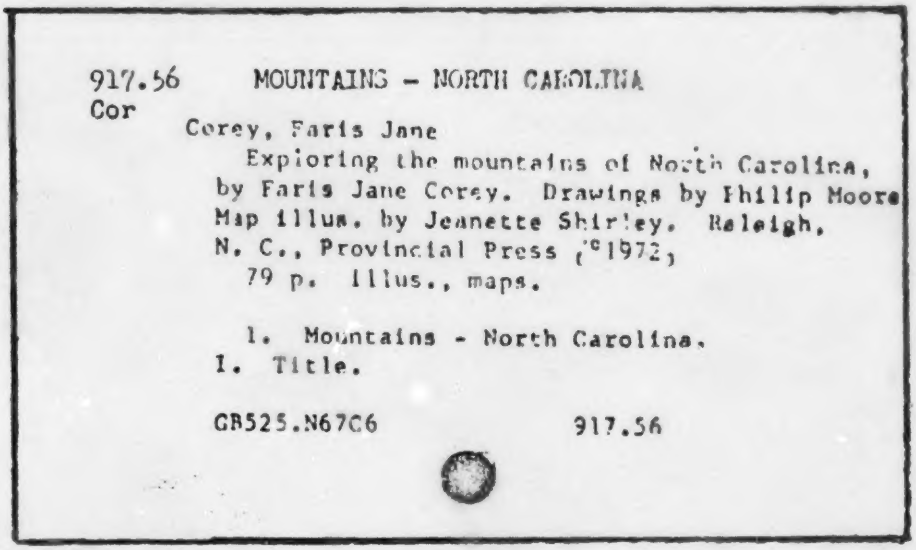
Around here, it gets cold in the winter. YES yes ? [✓ no] NO

If you really don't think the statement is true, and you really don't agree with it at all, circle NO.

Around here, it gets cold in the winter. YES yes ? no [✓ NO]

When you think about a library, do you think of . . . .

A place serving your needs	YES	yes	?	no	NO
Books	YES	yes	?	no	NO
Magazines	YES	yes	?	no	NO
A place ot relax	YES	yes	?	no	NO
A place you must be quiet	YES	yes	?	no	NO
A place I'm always welcome	YES	yes	?	no	NO
A place for information	YES	yes	?	no	NO
Records	YES	yes	?	no	NO
Patterns	YES	yes	?	no	NO
A place to study	YES	yes	?	no	NO
A good place to take children	YES	yes	?	no	NO
A bookmobile	YES	yes	?	no	NO
A place I don't have time to go	YES	yes	?	no	NO
Libraries are for people with an education.	YES	yes	?	no	NO
Libraries serve all the people.	YES	yes	?	no	NO
A library has more than just books.	YES	yes	?	no	NO
Libraries are a part of the community.	YES	yes	?	no	NO
Bookmobiles do not stop near enough for me to use them.	YES	yes	?	no	NO
I'd rather get my books from the bookmobile than from the library.	YES	yes	?	no	NO
I'd rather get my books from the library than from the bookmobile.	YES	yes	?	no	NO
It is hard to find what I need at the library.	YES	yes	?	no	NO
I like to browse at the library.	YES	yes	?	no	NO
People are very helpful at the library.	YES	yes	?	no	NO
Community activities should be at the library.	YES	yes	?	no	NO
The library has books and other things that interest me.	YES	yes	?	no	NO



917.56 MOUNTAINS - NORTH CAROLINA
Cor
Corey, Faris Jane
Exploring the mountains of North Carolina, by Faris Jane Corey. Drawings by Philip Moore. Map illus. by Jeanette Shirley. Raleigh, N. C., Provincial Press [c1972]
79 p. illus., maps.

1. Mountains - North Carolina. I. Title.

GB525.N67C6 917.56

1. This card is like the ones in the card catalog in the library. In the card catalog, there is a list of every book in the library. Please answer the following questions about the information on the card.

   a. What is the book about?____________________

   b. Who wrote the book?____________________

   c. What is the name of the book?____________________

   ____

   d. Does the book include maps and drawings?________________

   e. How would you find it in the library?________________

   ____

   ____

2. This is an article from a local newspaper. Please answer the following questions.

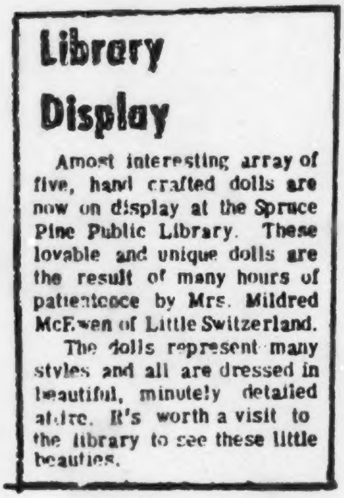
   a. What is being displayed at the library?

   ____

   b. Who made them?____________________

   c. Which library are they on display at?

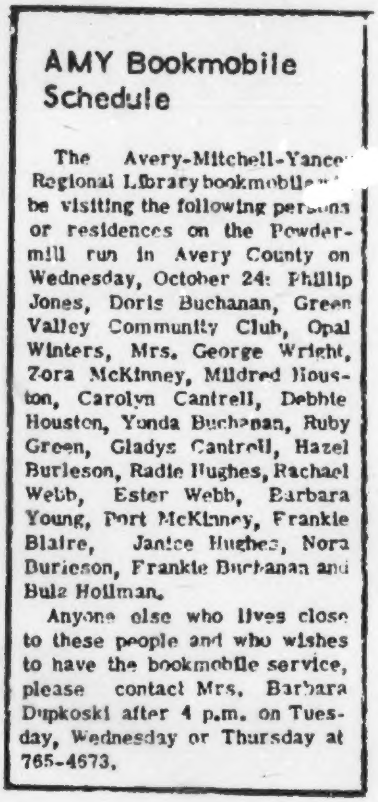
   ____



Library Display

Amost interesting array of five, hand crafted dolls are now on display at the Spruce Pine Public Library. These lovable and unique dolls are the result of many hours of patientcoce by Mrs. Mildred McEwen of Little Switzerland.

The dolls represent many styles and all are dressed in beautiful, minutely detailed attire. It's worth a visit to the library to see these little beauties.



AMY Bookmobile Schedule

The Avery-Mitchell-Yancey Regional Library bookmobile [illegible] be visiting the following persons or residences on the Powdermill run in Avery County on Wednesday, October 24: Phillip Jones, Doris Buchanan, Green Valley Community Club, Opal Winters, Mrs. George Wright, Zora McKinney, Mildred Houston, Carolyn Cantrell, Debbie Houston, Yonda Buchanan, Ruby Green, Gladys Cantrell, Hazel Burleson, Radie Hughes, Rachael Webb, Ester Webb, Barbara Young, Port McKinney, Frankie Blaire, Janice Hughes, Nora Burleson, Frankie Buchanan and Bula Hollman.

Anyone else who lives close to these people and who wishes to have the bookmobile service, please contact Mrs. Barbara Dupkoski after 4 p.m. on Tuesday, Wednesday or Thursday at 765-4673.

3. The bookmobile schedule is published in the local newspaper. From this article, please answer the following questions.

   a. The bookmobile will be in ______________

   County on the ___th of ______________

   on the ________________________ run.

   b. Will the bookmobile stop at Roger D.

   Norris's house?________________________

   c. Who would you call to have the bookmobile

   stop at your house?______________________

   ____

   When?___________________________________

   ____

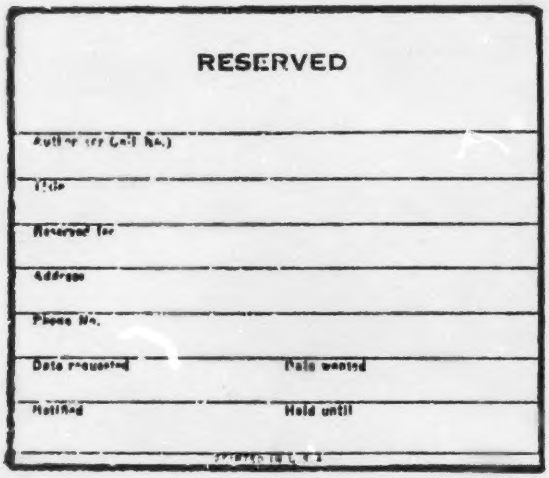
4. When a book you want to borrow is already checked out, you can ask the librarian to hold it for you when the book comes in. You will need to fill out a request like the one below.

Suppose the book you want to read is:

Neighbor and Kin written by Elmora Messer Mathews

How would you fill out this card

to reserve the book?



RESERVED

Author (or Call No.)

Title

Reserved for

Address

Phone No.

Date requested		Date wanted

Notified		Hold until

PRINTED IN U.S.A.

PROJECT MATERIALS

Follett Publishing Company, 1010 W. Wasington Blvd., Chicago, Ill. 60611

Materials	No. to Order	Unit Price	Total Price
American History Study lessons (9 books/set)	3 sets	4.62/set	13.86
Teacher's Guide	3	.75	2.25
Unit Test and Key	3	2.67	8.01
Comprehension Check Workbooks	3	1.44	4.32
Study Lessons in General Science (8 books/set)	3 sets	5.79/set	17.37
Teacher's Guide	3	1.50	4.50
Unit Tests for each book (8 books, $2.88/book)	1 set	23.04/set	23.04
Exercise Worktest for each book ($0.27/book)	3 sets	2.16/set	6.48

Scott Foresman Company, 1955 Montreal Road, Tucker, GA 30084

Advanced Jr. Level Dictionary	15	4.05	60.75

Barnell Loft & Dexter Westbrook Pub., 958 Church St., Baldwin, NY 11510

Getting the Main Idea, Books B, C, D, E, F	3 of each	.89 each	13.35
Using the Context, Books B, C, D, E, F	3 of each	.89 each	13.35
Following Directions, Books B, C, D, E, F	3 of each	.89 each	13.35
Locating the Answer, Books B, C, D, E, F	3 of each	.89 each	13.35
Getting the Facts, Books A, B, C, D, E, F	3 of each	.89 each	16.02
Drawing Conclusions, Books B, C, D, E, F	3 of each	.89 each	13.35
Teacher's Manual for entire program	9	1.50 each	13.50

McGraw-Hill Company, 330 W. 42nd Street, New York, NY 10036

Programmed Reading for Adults, Book 1	12	1.80	21.60
2	12	1.53	18.36
3	12	1.41	16.92
4	12	1.41	16.92
5	12	1.41	16.92
6	12	1.41	16.92
7	12	1.41	16.92

PROJECT MATERIALS

Programmed Reading for Adults, Book 8	12	1.41	16.92
Teacher's Guide for entire program	3	4.44	13.32
Placement Tests for program (100/pkg.)	1 pkg.	6.30/pkg.	6.30
West: 300 Commas (paper)	9	1.20	10.80
Programmed Math for Adults, Book 1	9	1.60	14.40
Problem Book 1	9	.48	4.32
Programmed Math for Adults, Book 2	9	1.60	14.40
Problem Book 2	9	.48	4.32
Programmed Math for Adults, Book 3	12	1.60	19.20
Problem Book 3	12	.48	5.76
Programmed Math for Adults, Book 4	12	1.60	19.20
Problem Book 4	12	.48	5.76
Programmed Math for Adults, Book 5	18	1.60	28.80
Problem Book 5	18	.48	8.64
Programmed Math for Adults, Book 6	18	1.60	28.80
Problem Book 6	18	.48	8.64
Programmed Math for Adults, Book 7	12	1.60	19.20
Problem Book 7	12	.48	5.76
Programmed Math for Adults, Book 8	12	1.60	19.20
Problem Book 8	12	.48	5.76
Programmed Math for Adults, Book 9	6	1.60	9.60
Programmed Math for Adults, Book 10	6	1.60	9.60
Programmed Math for Adults, Book 11	6	1.60	9.60
Programmed Math for Adults, Book 12	3	1.60	4.80
Programmed Math for Adults, Book 13	3	1.60	4.80
Teacher's Manual for Books 1-8	3	5.73	17.19
Teacher's Manual for Books 9-15	3	5.25	15.75
Placement Exam Books 1-8 (10/set)	1 set	2.43/set	2.43
Progress Tests Booklet for Books 1-8	12	.75	9.00

The MacMillan Company, 866 Third Avenue, New York, NY 10022

Learning How to Use the Dictionary	30	1.53	45.90
Teacher's Manual	3	1.32	3.96
Improving Your Writing for Job Success	30	.97	29.10

National School Supply Company, 14 Glenwood Avenue, Raleigh, NC

Listening Your Way to Better English (cassette)	3 kits	99.50	298.50
Listening Your Way to Better Reading			
(cassette-Levels I, II, III)	1 each	154.00	462.00
(cassette-Levels II, III)	2 each	154.00	616.00

PROJECT MATERIALS

Oddo Publishing, Inc., P. O. Box 68, Fayetteville, GA 30214

Photovocabulary	12	2.45	29.40

Steck-Vaughn Publishing Company, P. O. Box 2028, Austin, Texas 78767

Working with Word Patterns	30	.90	27.00
Learning & Writing English, Revised Ed.	30	.90	27.00
How to Get a Job & Keep It	30	.81	24.30
Steps to Mathematics, Books 1 & 2	30 of each	.81	48.60
Working with Numbers, A Refresher	30	1.14	34.20

Tarmac Audio Visual Company, 71 N. Market Street, Asheville, NC 28801

Imperial Intermediate Reading Program (cassette)	3 kits	359.00 each	1,077.00

Teaching Materials Corporation (Grolier), 575 Lexington Avenue, New York, NY 1002

Reading Attaiment System, I & II	1 of each	189.50	189.50

Harcourt, Brace & Jovanovich, 757 Third Avenue, New York, NY 10016

English 2200 w/test booklets, Revised Ed.	12	2.80	33.60
Teacher's Manual	3	.40	1.20

D. C. Heath & Company, 285 Columbus Avenue, Boston, Mass. 02116

Programmed English Skills, Commas Punctuation Capitalization	12 of each	1.80 each	64.80

GRAND TOTAL $3,715.74

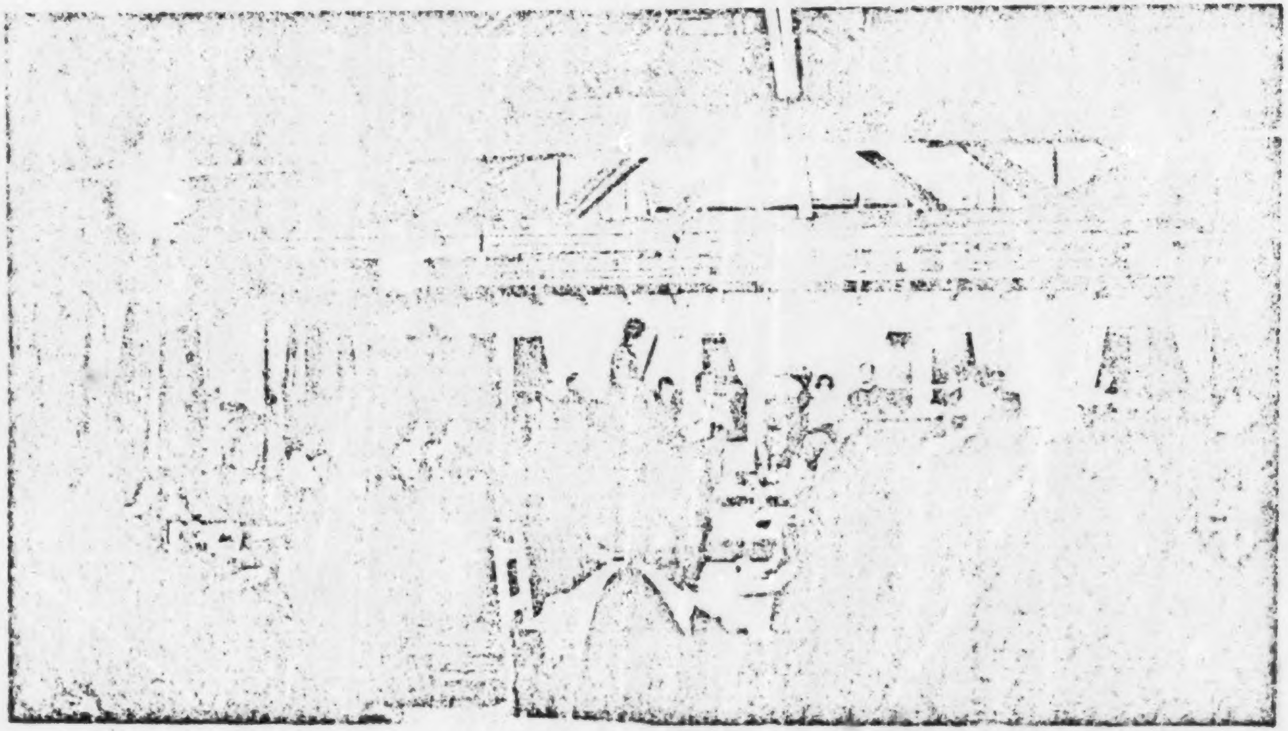
PROJECT EQUIPMENT

Southeastern Radio Supply Company, 414 Hillsborough Street, Raleigh, NC

Panasonic Cassette Recorders Model - RQ409S N. C. Catalog #6008-BB	40	35.40	1,416.00

Tarmac Audio Visual Company, 71 N. Market Street, Asheville, NC 28801

Formula I Math Powerpacs-Powerpac C, D, E, F	3 of each	59.00/ea.	708.00
		GRAND TOTAL	$2,124.00



Task Force Hears Banjo Picker

Some 40 members of the Project RAPSKILLS Task Force met last weekend at Valle Crucis Mission School. Pictured is the group's banquet on Thursday night, as Kenneth Wooten, banjo player at Tweetsie Palace, performs. Appalachian State University is assisting Maryland Tech and the Avery-Mitchell-Yancey Regional Library in the project.

NORTH CAROLINA
WAKE COUNTY

THIS AGREEMENT, made and entered into this 4th day of January, 1973, by and between the North Carolina State Board of Education, Raleigh, North Carolina, hereinafter referred to as the State Agency, and the Appalachian State University, Boone, North Carolina, hereinafter referred to as the Contracting Agency.

WITNESSETH:

I. The State Agency hereby agrees:

a. To provide financial consideration for the cost of performance of this agreement not to exceed $10,986. The State Agency agrees to make payment monthly on an actual cost reimbursement basis to the Contracting Agency upon submission of proper documentation of costs incurred.

b. To provide consultant services in relationship to the Adult Basic Education component of this project.

c. To assist and interpret Adult Basic Education requirements as set forth in the State Plan for Adult Basic Education and the Federal Regulations.

II. The Contracting Agency hereby agrees:

a. To employ three paraprofessional employees, one for each of the counties of Avery, Mitchell, and Yancey. These employees will be selected by Appalachian State University and approved by Mayland Technical Institute.

b. To act as fiscal agent and be responsible for any additional concerns involving the paraprofessional component.

c. To act jointly with Mayland Technical Institute in all operational matters, training, and supervision of personnel.

d. To commit $8,960 to be used to support the in-service training of the paraprofessional personnel.

e. To supply all instructional materials, research, and coordination for the project.

f. To furnish to the State Agency those findings which are enumerated in a research project funded by the Federal Government entitled Cooperative Planning to Maximize Adult Basic Education Opportunities Through Public Library Extension in Appalachian North Carolina.

III. The State Agency and Contracting Agency hereby mutually agree:

a. That amendments to or dissolution of this Agreement may be made during the term of the Agreement and only by written approval of each and both parties hereto. It is further agreed that upon dissolution, the State Agency's financial consideration shall only be on actual costs incurred during the term of this Agreement by the Contracting Agency at the time of termination.

V. Term of Agreement:

This agreement is entered into the aforementioned date and shall remain in force and be mutually binding upon the parties hereto from the period February 1, 1973 through November 30, 1973, unless sooner amended or dissolved by written mutual consent.

IN WITNESS WHEREOF, the parties hereto have executed this agreement in duplicate originals, one of which is retained by each of the parties, the day and year first above written.

ATTEST:

For the North Carolina State Board
of Education

WD Herring

W. D. Herring, Chariman Date

A. Craig Phillips, Secretary Date

For the Appalachian State University
Boone, North Carolina

Herbert W Wey

The foregoing has been examined by me and is found to be in legal form and within the legal authority of the State Board of Education.

Date

Deputy Attorney General

Job Description

for

ABE Aides

Responsible for:

1. Coordinating activities with library personel and ABE teachers
2. Assist ABE teachers in integrating library material into the curriculum
3. Coordinate bookmobile schedule with ABE classes and library
4. Public relations
    - A. Community contacts
    - B. Student contacts
5. Assist in book selection
6. Assist in organizing, handling and disseminating information about materials

Timetable:

The period of paraprofessional utilization will begin in February, 1973, and run for demonstration and evaluative concern until November, 1973. This forty-week period will be broken down into two parts. First, there will be a paraprofessional training session prior to commencement of the operational phase. This will involve a four-(4) week segment, during which the paraprofessionals will undergo intensive training at Piketon, Ohio, where a highly successful Adult Basic Education program using paraprofessionals in a similar Appalachian setting is already in operation. The training will be under the direction of Max Way, a recognized leader in the field of Adult Education and in the utilization of paraprofessionals. The second segment consisting of thirty-six (36) weeks will involve the program's operational phase in conjunction with further paraprofessional in-service training. This follow-up, in-service training, will deal with problems and areas of difficulty which will appear as the operational phase develops. In-service training will involve others in the community at large, as well as personnel at Mayland Tech and AMY Regional Library.

Bookm.

BOOKMOBILE SCHEDULE OF RUNS

Jan. 1, 1972 - June 30, 1972

Jan. 4	Buladean
Jan 5	Banner Elk
Jan. 6	Busick, Celo
Jan. 11	Grassey Ck.
Jan. 12	Powdermill
Jan. 13	Ramseytown
Jan. 18	Poplar, Tipton Hill
Jan. 19	Hughes, Big Horse
Jan. 20	Bald Mountain, Little
Jan. 25	Snow, Bear Ck.
Jan. 26	Hawk, Glen Ayre
Jan. 27	Double Island
Feb. 1	Buladean
Feb. 2	3 Mile, Altamont
Feb. 3	Arbuckle, Windom
Feb. 8	Grassey Ck.
Feb. 9	Banner Elk
Feb. 10	Banks, Phipps, Prices Etc.
Feb. 15	Poplar,Tipton Hill
Feb. 16	Powdermill
Feb. 17	7 Mile Ridge
Feb. 22	Snow, Bear Ck.
Feb. 23	Busick, Celo
Feb. 24	Ramseytown
Beb. 29	Hawk, Glen Ayre
Mar. 1	Hughes, Big Horse
Mar. 2	Bald Mountain, Little Ck.
Mar. 7	Buladean
Mar. 8	3 Mile, Altamont
Mar. 9	Double Island
Mar. 14	Grassey Ck.
Mar. 15	Banner Elk
Mar. 16	Arbuckle
Mar. 21	Poplar, Tipton Hill
Mar. 22	Snow, Bear Ck.
Mar. 23	Banks, Phipps, Prices ck
Mar. 28	Hawk, Glen Ayre
Mar. 29	Powdermill
Mar. 30	7 Mile Ridge
Apr. 4	Buladean
Apr 5	Hughes, ~~Big Horse~~
Apr. 6	Busick Celo
Apr. 11	Grassey Ck.
Apr. 12	3 Mile, Altamont
Apr. 13	Ramseytown
Apr. 18	Poplar, Tipton Hill
Apr. 19	Bald Mountain, Little Ck.
Apr. 20	Double Island
Apr. 25	Snow, Bear Ck.
Apr. 26	Banner Elk
Apr. 27	Arbuckle
May 2	Hawk, Glen Ayre
May 3	Powdermill
May 4	Banks, Phipps, Prices ck.
May 9	Buladean
May 10	Hughes, Big Horse
May 11	7 Mile Ridge
May 16	Grassey Ck.
May 17	Poplar, Tipton Hill
May 18	Busick, Celo
May 23	Snow, Bear Ck.
May 24	3 Mile, Altamont
May 25	Ramseytown
May 30	Hawk, Glen Ayre
May 31	Banner Elk
June 1	Bald Mountain
June 6	Buladean, Hughes
June 7	Powdermill
June 8	Double Island
June 13	Grassey Ck.
June 14	Arbuckle,Windom
June 15	Banks, Phipps, Prices etc.
June 20	Poplar, Tipton Hill
June 21	Hughes, Big Horse
" 22	7 Mile Ridge
June 27	Snow, Bear Ck.
June 28	3 Mile Altamont
June 29	Busick, Celo

July

CUMMULATIONS FOR THE QUESTIONAIRE FOR WORKSHOP OF APRIL 13, 1973

AMY REGIONAL LIBRARY - SPRUCE PINE, NORTH CAROLINA.

NUMBER OF REPLIES = 22

To help [illegible] the following questionnaire before you go to [illegible] or Mrs. [illegible]

1. Do you feel you understand the project well enough to plan ways you can help achieve project goals?

   YES - 17

   NO - 0 NO REPLY - 5

2. Check any of the following activities for the week of June 1-7 that you would like to attend or take part in:

   12 Choosing slides and making up a story line about the services of Mayland Tech and AMY Regional Library.

   17 Learning about the home visitors and ABE programs in Appalachian counties in southern Ohio from Max Way and his staff.

   6 Accompanying a home visitor into a student's home.

   3 Going on a bookmobile visit.

   4 Attending a story hour in the library.

   14 Attending the Laubach workshop to learn how people are taught by this method.

   10 Helping make up a list of service agencies in the three county area for a handout. (Referral tool)

   11 Helping make up a bibliography of coping skills materials in the AMY Regional Library and the Mayland Technical Institute Learning Resources Center.

3. Will you be here during the first week of June? Yes 18
   No --

   Uncertain - 1

4. Do you have a question that you really need to have answered about the project and how it affects you? Please write it down if you do.

   To what extent are funding limitations a barrier?

   ....

   I believe I understand the Project - and my role in the project.

   ....

   No. No.

5. Have you any suggestions about the project? Please let us know by briefly describing what you think we should do or improve. Use the back of the page if you wish.

(Over)

Make sure that you keep the public librarians and Mayland Tech librarians aware of what is going on with the paraprofessionals and the project in general.

More data as project contiues. Disbursal of materials.

More library-ABE-Tech. Inst. communication and cooperative programs.

No.